DOCUMENT RESUME

ED 292 723 SO 018 887

TITLE The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin #13.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE Aug 87

NOTE 99p.

AVAILABLE FROM United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058 (Plaza P. de Valdivia), Casilla 3187, Santiago de Chile.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Disadvantaged Schools; Disadvantaged Youth; Early Childhood Education; *Educational Development; *Educationally Disadvantaged; *Educational Planning; Educational Sociology; Evaluation Criteria; Foreign Countries; Multicultural Education; *Program Effectiveness; *Special Education

IDENTIFIERS *Caribbean; *Latin America

ABSTRACT

This document addresses several of the problems of educational planning in Latin America. Emilia Ferreiro, in "Alternatives to Understanding Illiteracy in the Region," suggests that illiteracy in this region is preventing the attainment of democracy. As social inequality increases, so does the percentage of illiterate adults. Revolutionary social change has been effective in bringing literacy to some developing countries where literacy is related to the demand for political participation. The problems of education are compounded by poverty, bilingualism, malnutrition, and an inefficient, ineffective educational system. In "Early or Nursery Education," M. Victoria Peralta Espinoza offers a range of teaching strategies and suggests that the realization that nursery school education is a complex activity permits a more effective response to needs. Comparative models of types of nursery curricula are included, along with a questionnaire of an evaluation project. Johanna Philp discusses evaluation in "Evaluation of Educational Projects in Latin America," using as a case study the "Fe y Alegria" ("Faith and Happiness") Integral Popular Education Movement. E. M. Houston in "Learning Problems in Children 6-15 Years," found that special education services in the region are limited. Background information about mildly handicapped children and guidelines for screening and managing these children are offered, along with an evaluation of a school project, entitled "The Case of Fe and Alegria" (The Case of Faith and Happiness). (NL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

bulletin

THE MAJOR PROJECT IN THE FIELD OF EDUCATION

In The Latin American and Caribbean Region

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED292723
SO018887

unesco
REGIONAL OFFICE FOR EDUCATION IN LATIN AMERICA AND THE CARIBBEAN
OREALC

13

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JUAN CARLOS TEDESCO
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

The Major Project
in the Field of Education in Latin America and the Caribbean
has resulted from a consensus
on the part of government representatives
of the countries of the region
concerning the necessity
for a renewed, intensive and sustained effort
to make good deficiencies and to meet
unsatisfied basic educational needs
between now and the year 2000
as a prerequisite for the development
of the those countries
in line with objectives shared by all
and by means of actions in which
each country's own effort
may be benefited
by horizontal, subregional, regional
and international co-operation.

THE MAJOR PROJECT IN THE FIELD OF EDUCATION

In Latin America and the Caribbean

SUMMARY

Presentation 5

Alternatives to understanding illiteracy in the region. 7
Emilia Ferreiro.

Early or nursery education.
M. Victoria Peralta Espinoza. 18

Evaluation of Educational Projects in Latin America.
Johanna Philp. 55

Learning problems in children 6-15 years.
E.M. Houston. 68

OREALC Activities 78

OREALC Publications 99

BULLETIN 13

Santiago, Chile, August 1987

In order that this bulletin
may reflect in as complete and timely manner as possible
the initiatives and activities carried out
by each and all the countries of the region
in relation to the Major Project in the Field of
Education in the Latin America and Caribbean Region,
pertinent official bodies are invited
to send to
the Unesco Regional Office for Education in
Latin America and the Caribbean
all information they wish
to have published in this bulletin.

The publication of this bulletin has been made possible by the voluntary contribution of the Spanish Government to the activities of the Major Project in the Field of Education in Latin America and the Caribbean.

The views expressed in the signed articles are those of their authors, and are not necessarily shared by UNESCO.
Reprint of this publication is authorized mentioning its source.

PRESENTATION

On August 19 and 20, the members of the Board of the Intergovernmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean met in Mexico City. The main objective of this meeting, the first since PROMEDLAC II, was to examine and approve the report which the President of the Committee would present at the 24th meeting of Unesco's General Conference, which will be held in October-November. The Board also discussed a number of important issues related to developments in the Major Project, which are referred to in the text of the Report published in this issue of the Bulletin. Of particular importance is the approval of seven project profiles which put into operation the principles of the Regional Plan of Action drawn up at the Bogota meeting.

This issue of the Bulletin also includes analysis of four important issues. First, we are reproducing the text of the paper presented by Dr. Emilia Ferreiro at the Regional Seminar on Alternative Approaches to Literacy for Latin America and the Caribbean, held in Brasilia between May 18-22 1987. Then, the reader will find a set of contributions on early education written by specialists responsible for projects of this kind being carried out in Chile. In the third place, the results of an investigation made by J. Philp provide valuable elements for the methodology of evaluating education projects, especially those providing rural or pre-school education.

Finally, Dr. Houston summarizes the findings of a work on learning problems being carried out in english-speaking countries.

The understanding and resolution of the problems of literacy, early education and the factors involved in failure at school, represent as a whole a very significant part of the strategies for carrying out the Major Project's plans of action. We are sure that these contributions will stimulate discussion and help to increase the efficiency of the methods chosen to achieve its objectives.

ALTERNATIVES TO UNDERSTANDING ILLITERACY IN THE REGION

Emilia Ferreiro(*)

As the XX century runs its course the Latin American region as a whole confronts a serious problem with regard to the educational situation of its population. I do not pretend at this point to carry out an exhaustive country-by-country analysis of the evolution of the educational situation. Rather, I would just like to pick out some points in order to focus on the specific topics of this essay (points 4 to 6).

1) The evolution of literacy policies in the region

There is a clear awareness in Latin America that it is impossible to achieve real democracy as long as a large proportion of the population remains without access to the written language. As the years go by, the abyss of social inequalities grows steadily larger. A large part of humanity is entering the era of computer science while another large part has not yet entered the era of Gutemberg (to use terms coined by a Brazilian colleague (1).

Access by the population as a whole to written language is faced by two main kinds of difficulty. One is a high percentage of illiterate adults, and the other, an inefficient educational system incapable of teaching children to read and write in the stipulated time, generating an exaggerated percentage of repetition (sometimes repeated repetition).

Adult literacy is related to different needs and peculiarities in the various countries of the region. Thus in some countries (such as Mexico) adult literacy in rural areas must deal with the problems of bilingualism, aggravated by the fact that the mother tongue does not have a written tradition. In other countries (such as Brazil) the historical persistence of slavery forced the massive incorporation of a population also without a written tradition. In the various countries, the erradication of illiteracy in the adult population was considered to be a priority taks and spectacular results were expected in the short term. This was associated with the exaggerated optimism typical of already-literate adults, who see the literacy process as an easy transition between the elemental sounds of speech to the elemental characters of handwriting. Countries where national literacy campaigns turned out to be effective are those that committed themselves to processes of revolutionary social change, where literacy acquires social meaning as part of the historical demand for political participation of previously marginalised sectors.

The difficulties observed in the many adult literacy activities carried out in other countries led to a gradual awareness of the fact that there can be no guarantee that illiteracy can be ended as long as primary school does not carry out its literacy work effectively. In other words, as long as primary school continues to expel considerable numbers of children it does not manage

(*) Emilia Ferreiro: Researcher of Depto. de Investigaciones Educativas del Centro de Investigaciones y Estudios Avanzados (DIECINVESTAV) del Instituto Politécnico Nacional de México.

(1) María Malta Campos, Carta da Editora, **Cadernos de Pesquisa.** (1985) 52.

to make literate, the contingents of illiterate adults will continue to be reproduced.

Literacy measures thus begin to be considered as "two-pronged" measures, i.e., with adults as a late remedial measure, and with children who start primary school as a preventive measure against adult illiteracy.

Below I shall pay special attention to children's literacy.

2) The evolution of school provisions in the region

Efforts to extend primary education coverage have been persistent in the region. Between 1965 and 1983, some countries managed to reduce the children-to-teacher ratio, despite giving attention to a gradually increasing child population (1). Mexico doubled its primary school population in this period, while going from 47 pupils per teacher in 1965 to 36 pupils per teacher in 1983.

Other countries managed to maintain the teacher/pupil ratio constant, despite an important increase in the school population attended. Thus Brazil multiplied its primary school population by five and managed to maintain the teacher/pupil ratio between 28 and 26.

Other countries maintained their teacher/pupil ratio constant during this period, but with very little increase in absolute numbers of school population. Thus Argentina maintained a 1/20 ratio with an increase of only 27% in its population. (A ratio of one teacher for 20 students is found in countries such as Holland and the USA).

Finally, other countries notably diminished their teacher/student ratio without increases in their school populations. Thus Cuba went from 32 in 1965 to 15 in 1983, being the only country in the region to have a teacher/pupil ratio similar to that of Sweden (16) and the USSR (17).

To the effort to broaden primary school cover and to optimize the proportion of teachers in relation to the attended population is added the more recent effort to extend school cover in the 4 to 6 age range. The number of children incorporated to the pre-school system increased, as a mean, by 260% in the region between 1970 and 1983 (2).

The impact of pre-school education on later school performance has given rise to diverging and controversial assessments. In many cases it was hoped that one or two years of attendance at a pre-school institution would by itself magically contribute towards significantly improving school performance in these children. As this was not always the case, what happened was what usually happens in education, i.e., excessive expectations are followed by equally excessive disappointment.

Despite cover being increased, one of the most serious problems of primary education of the region is its low terminal efficiency. Thus, in general, the number leaving school is half of those who enter. This is aggravated if we take into account that the initial filter is found at the beginning of entrance to the system (between 1/3 and 1/4 of those entering school repeat their first year).

From a purely economic point of view it is clear that grade repetition is an anti-economic solution (3).

In some countries, the national system of Special Education has undertaken the task of attending students who have not been promoted after their first school year.

---

(1) Source: UNESCO's Statistical Yearbook, 1985. Mexico went from a primary school population of approximately 7 million in 1965 to 9,250,000 in 1970, 15 million in 1980 and 15,400,000 pupils in 1983. During these same years the teacher/pupil ratio evolved as follows: in 1965, an average of 47 pupils per teacher; 46 in 1970, 39 in 1980 and 36 in 1983.
Brazil went from a primary school population of approximately 5 million in 1965, to 17 million in 1970, 22 million in 1980 and 24 million in 1983. During these same years the average number of pupils per teacher evolved from 28 at the beginning to 26 in 1983. Peru went from a population of approximately 1,900,000 in 1965 to 3,340,000 in 1983 and maintained the teacher/pupil ratio between 36 and 37.

(2) Source: UNESCO's Statistical Yearbook. State participation in this increase in pre-school attention is variable in the countries of the region. Thus in Mexico it is 93%, in Argentina 68%, in Brazil 53%, while in Colombia only 38% of the pre-school population attends state institutions (Data corresponds to 1983).

(3) According to UNESCO data, in 1970 repeaters represented 15% of the total number enrolled in primary school in Latin America. In turn, the total amount of resources allotted to first year repeaters in Latin America is estimated to be over 300 million dollars per year. Cf World Bank, Staff Working Paper Number 319, 1979: Educational and economic effects of promotion and repetition practices.

This is the case of Mexico, where the Integrated Groups system has been conceived as part of the General Department of Special Education (created as such in December 1970). This system has been considerably expanded during the last few years (1).

While repetition by itself is quite costly, much more so is repetition accompanied by palliative measures (e.g., special education schools, integrated groups, teaching support groups, etc). In these specialised systems the cost per student is several times higher than that of the common system.

The solution therefore would not appear to be the indefinite expansion of special education systems, for at least two reasons. The first, already mentioned above, is of an economic nature; the second one is both technical and idelological in nature: is it the case that in Latin America at least a quarter of the school age population and in some cases not less than half of it (that is to say, those repeating the first grade) need special education?

When a child is sent to the special education system it is the child who is treated and, therefore, it is implicitly assumed that the cause of his difficulty lies within himself. The school institution as such is thus exempted from any blame or charge. Another reading of these same data in repetition leads to the opposite conclusion, viz., if a system does not achieve its most basic objectives with half the population, it must be the system that is ineffective and its internal functioning (and **not** that of individuals) is what needs to be examined.

State education in the region can be characterized -save very few exceptions- as cheap and bad quality education. Cheap, because governments invest a very reduced part of their resources in education, (this situation will tend to get worse as long as the greater part of the country's resources continues being funnelled into interest payments of the foreign debt. This does not allow foreseeing anything but further decay of the region, as CEPAL repeatedly points out in recent documents).

(1) Between 1982 and 1987 the Integrated Group units have increased by 77.6% and Psychopedagogic Centres by 145% (Source: General Department of Special Education, SEP, Mexico).

Teachers have simultaneously lost their level of income and their social prestige. From being respected professionals (a village's men and women "of letters", sharing their prestige with the priest and the doctor) they have become public employees who just limit themselves to following instructions sent by Ministry authorities. Teachers who live on their salaries have to take more than one school shift. Men avoid this profession, which is becoming almost exclusively a women's profession. Instead of being laboratories for pedagogic experimentation, teacher-training schools -where primary school teachers are trained- are gradually getting further away from real practice and from advances in the disciplines which nourish pedagogic reflection -i.e., psychology, sociology, anthropology, linguistics and, of course, from sciences related to the subjects of the school curriculum.

Traditional education (-a teacher in front of a group of children who, it is assumed, will learn by listening and memorising-) persists despite all the reforms dicatated by decree. Perhaps the only real advance is the net decrease -almost disappearance- of corporal punishment at school. If one were to judge from the plans, programmes and materials produced, one might believe that there has been a net advance in the region. Nevertheless, if one judges by direct observation of what happens in the classroom, this advance is almost null in the last 40 years. And, despite everything, this cheap and low quality state primary school constitutes the most important literacy-imparting institution in the region.

3. Factors contributing to the failure of initial literacy education

It is already a well known fact that school failure is not democratically distributed throughout the population. Initial school failure (which means literacy failure) is concentrated in marginalised urban and rural populations. It is also commomplace to point to the positive correlation between the attainment of literacy in the required school time and factors such as children's state of health (particularly their nutritional level), their parents' educational level, general living conditions, etc. Teachers and school institutions have readily accepted the truth of these facts. Once again the institution as

such turns out to be innocent, as school failure is shown to be determined by factos external to the institution. (1)

Of course, the intention of the majority of authors who worked towards establishing these correlations was not to "detract blame" from school, but to point out the undeniable incidence of social factors on educational processes. Nevertheless, and even while acknowledging that illiteracy is nothing but a manifestation of social inequalities, increasing attention has been given in recent years to the functioning of school as an insitution. Here attempts have been made to identify the types of institutional behaviour which aggravate, within school, existing inequalities found outside it.

The school institution builds up a "prototype of the good pupil" which corresponds to the middle class child. This is a child who, on arrival at school, shares the value system presented to him, who is moderately or markedly competitive, who counts on family support in order to do the renowned "prep" or "homework" sent by the school to be done outside it, who speaks the standard dialect and who is willing to accept the established rules of the game (e.g., that the teacher is the only one with the right to ask and that the pupil is the one who is obliged to answer without ever asking about the "why" or "what for" of any kind of work that may be set), who is willing to accumulate small pieces of knowledge every day, without spectacular retrocessions or advances (that is to say, who progresses at the rhythm of the programme); etc.

Like all stereotypes, this one does not even adapt itself perfectly to all middle class children, although many children manage to respond within the limits of the stereotype while the rest, i.e., children from marginalised groups, are situated frankly outside this stereotype. Warned about the correlations mentioned above, teachers quickly resort to their pet pseudo-explanations, i.e., these children will be unable to learn because there is no family support, because they arrive at school with no breakfast, because of their cultural deficiencies, linguistic weaknesses, etc. Backed up by psychological research, the teacher also quotes lack of maturity, a supposed minimal cerebral lesion or various kinds of disorder (disorders of psychomotor coordination, of body image, of perceptive discrimination, of phonation, etc., etc.)

Burdened with so many ills, these children end up learning that they will be unable to learn. We have repeatedly found through over ten years of research into the processes of understanding writing in children that at the beginning of the school year these children are in general confident that the teacher will actually teach them and that they will actually learn. Only 3 or 4 months of school experiences are sufficient, however, for these same children to change their attitude. They now know that they are "asses", that the teacher teaches them but that they "can't do it" or that "they don't take it in". School, generally ineffective in introducing them to the written language, is nevertheless extremely effective in managing to make these children assume the blame for their own failure. I do not wish to contribute to the famous theory of the satanizing process of traditional schools, but I do wish to continue denouncing what I have now been denouncing for over ten years, i.e., that one of the greatest harms that can be inflicted on a child is to make him lose his confidence in his own capacity to think. The child who fails at the beginning of primary shool will carry with him the stigma of this failure throughout primary school, either as individual disappointment or as group resignation. The strategies developed to try and avoid this initial failure are, by and large inadequate. Early detection of a "mature" state for learning is theoretically shaky (as we shall explain further on) and dangerous in terms of educational policy. Thus whatever the battery of "tests" used, the children who appear to be immature are always the same, i.e., (those from marginalised social groups). What should we do about them? Should we delay the start of primary education? If we do this, we are implicitly accepting that "maturity for written language" will appear just by giving it time to develop, even with no specific stimulation being offered. Another alternative is to find a place for them in some system of special education (whatever name these are given, e.g., maturity groups, stimulation

(1) G. Blat Gimeno, J. - El fracaso escolar en la enseñanza primaria: medios para combatirlo. UNESCO. 1984.

groups, etc.). This inevitably brings with it the consequences pointed out above, i.e., (early segregation, incorporation into a costly educational system impossible to apply to the population as a whole). Moreover, it also supposes a delay in the initiation of normal school education. A measure which is beginning to be explored in several countries is to prolong the time of literacy education to two school years, with automatic promotion between the 1st and 2nd year of primary school. Despite being more defensible theoretically, this alternative cannot have a magic effect on literacy as an isolated measure. Thus, automatic promotion between the 1st and 2nd year, if it is not associated with a substantial change in school practices or in teacher training, does nothing but displace the "bottleneck" of repetition.

4. Traditional teaching alternatives and the assumptions on which they are based

As refers to the specific task of the teacher with respect to literacy, it is well known, that historically discussion has centered on the debate between defenders of analytical methods and defenders of synthetic methods, and on the linguistic (or graphic) units to be used as starting points, i.e., letters or phonemes [6] syllables, words, sentences. Synthetic methods begin by presenting elements considered to be "simple" (in fact, elements devoid of meaning) and, through composition, significant units are obtained. Depending on the chosen starting point, these synthetic methods may be alphabetical, phonetic or syllabic. On the other hand, analytical methods start with meaningful units -i.e, words or phrases- which are progressively decomposed until smaller units are obtained. Faced with this dichotomy, many teachers declare that they use a "mixed method", which is in fact nothing but a varied mixture of elements received through tradition, other elements "in vogue" at the time, and a certain dose of intuition.

This polemic, which has filled whole libraries, is in fact a false polemic because both methodological positions share similar assumptions about the relationship between teaching and learning and about the way the learning subject, the learning object and teaching and learning processes are characterized. Let us consider each of these points separately.

a) Theoretical explanations of the relationship between teaching and learning, and characterisation of these processes.

In all traditional didactic approaches it is supposed that teaching and learning are two sides of the same coin. Thus the child learns what he is taught; without teaching there is no learning; if the child knows something it is because he received specific instruction about it. Hence, if the child is introduced to the written language through analytical didactic procedures, it is supposed that he will learn the relationship between letters and phonemes through the analytical decomposition of larger units, while if he is introduced to writing through synthetic didactic procedures, it is supposed that he will learn that words are obtained by lineal addition of phonemes/letters.

The teaching process consists in the methodical presentation of certain lessons where, in general, the alphabetical system of writing is presented as though it were perfect. Thus each letter corresponds to a different sound without polivalences, be they polygraphic or polyphonic. Children's pronunciation is corrected in order to make it fit with this ideal of correspondence (eliminating dialect differences of pronunciation and holding to a supposed "cultured norm",which would be what writing represents). Once both spelling and pronunciation are idealized, one proceeds methodically, either letter by letter or syllable by syllable, hoping that these associations will become fixed and productive through some kind of magic mechanism.

In the same way as the teaching process acts in a methodical fashion, by adding elements and combinations together, it is supposed that the learning process follows a similar path. Thus day after day the child will be capable of identifying a new letter or a new syllable -obtained either by analysis or by synthesis- and thus, by progressively adding "pieces" of information, he will gradually get closer to this mysterious object

(6) With flagrant confusions between them.

built by others for even more mysterious uses, i.e. the written language.

b) Characterization of the learning subject

The learning subject must adopt a contemplative attitude with respect to the object presented to him. He cannot recreate it or modify it because this object is given once and for all, and it belongs to those who inherited it from their elders. A respectful attitude is immediately required from this apprentice. This respect must be expressed in the most basic details, i.e., respect towards the form of the letters, which must be carefully reproduced even when it is not understood why this or that form should go below or over the line, it must only be done from top to bottom, it has a permitted range of irrelevant variations and a penalized range of relevant variations. Respect for what a text says exactly, independently of what it might mean. Thus paraphrases are inadmissible in the field of reading, even though they may be perfectly adequate in a situation of oral communication. Respect for the "prestigious dialect", as it is the only one that gives access to the written language. Respect for what is written, as it is "the word of others", of those who can be read, of those who have the power bestowed by the written word.

In this context, nobody would dare ask a child how he thinks this or that word might be written, and even less to propose to a group of children that they find all the possible ways of writing this or that word. This is immediately forbidden by the respectful and contemplative attitude demanded from pupils. Thus there are no multiple ways of writing (not even historically speaking) but ONE and only way of doing it which is correct. The norm is accepted and is not discussed.

The subject who learns must do it just as determined by the method. He must be capable of finding the parts of a whole (if the didactic procedure is analytical), and must learn to compose a whole out of fragments (if the procedure is synthetic). In any case, he must learn to give evidence of day-to-day progress. This excludes any vision of the learning process as a process where conflicts are inevitable, which may give rise to halts, regressions, or solutions which are partial but incongruent among themselves, when it is necessary to reorganize previous information. The subject who initiates learning is necessarily seen as ignorant (given that he has not yet received formal instruction).

c) Characterization of the object of learning

The written word has vanished behind didactic procedures. Because of the dynamics inherent to that apparently unquestionable principle of didactics which goes "from the simple to the complex", we shall have to move from simple syllables to compound ones, from simple to complex words, and from simple to complex sentences (1). We all know that starting from simple syllables we arrive at fantastic texts. These can only be judged to be acceptable in a school context, as they lack all communicative function ("mi mamá me ama", "mi mamá me mima", "ese oso se asea", "papá pisa ese piso" (i.e. "my mummy loves me", "my mummy spoils me", "that bear cleans himself up", "daddy steps on that floor") are typical examples in Spanish, only to mention the most classic ones, beside which appear other even less credible ones such as "Susi asa sus sesos sosos", "Papá pipa pía" (i.e. "Susi bakes her tasteless brains", "Daddy pipe chirps") but which circulate in school notebooks). The communicative functions of language have disappeared. Formal exercises (with quite a debatable definition of "formal") have taken the place of language as such.

The object of learning is no longer the written language, having been replaced by the mechanical transcription of phonemes or direct syllables. Thus when certain sounds are heard, certain forms should be produced, and thus when certain forms are seen through eyes certain noises are produced by the mouth, no matter how all this may be related to the language being spoken. In biblical language: "understanding will come along the way" once the mechanics are mastered. All would be well if it were not for those thousands of children who are trapped in the "mechanics of the process", without ever coming to understand that all this has

(1) Without asking ourselves from which point of view "easy" and "difficult" are defined.

something to do with the language they already speak.

5. The evolution of understanding of the literacy process

All the presuppositions I have just mentioned are today being questioned by the psychological and psycholinguistic research of the past decade. I will briefly mention some of its fundamental points basing myself on the results of my own research. This research constitutes a body of empirical evidence and theoretical constructions impossible to synthesise in these lines. I will expressly avoid technical and theoretical references (which are found in the studies indicated in the Annex), and shall limit myself to an explanation of the educational consequences of my work. I shall also avoid the use of some terms which I have been using since 1979 to designate levels of conceptualisation in children (such as pre-syllabic, syllabic, syllabic-alphabetical and alphabetical), which have been adopted (and sometimes trivialized) by many authors.

a) Reconsideration of the process of learning the written language

In some fundamental school domains -such as mathematical knowledge- it was necessary to abandon (several decades ago) the simplistic notion according to which the child must be first introduced to the mechanics of calculation in order to then proceed to intelligent reasoning. Thanks to Piaget's pioneering work in this respect (1941) it was shown that children must solve enormous conceptual problems in order to understand elemental mathematical notions. It was also shown that memorization and repetition have little to do with the construction of the logical structures necessary for this kind of learning.

Moreover, psychogenetic research is today making it possible to show that there are specific problems connected to the way mathematical notions are represented, which are different to those relative to understanding the notions themselves.

In the case of written language, psychogenetic research is more recent (1979), but it leads to similar conclusions. These are that children must solve serious conceptual problems in order to come to understand which characteristics of language are represented by alphabetical writing, and the way writing represents them. Repetition and memorization have little or nothing to do with overcoming these difficulties.

In the case of mathematics nobody thinks today that the aim is to teach a new number each day, but to understand the numerical series as such. It is well known that children may learn to recite the number series without this meaning that they have learnt to count. It is also known that understanding the double cardinal and ordinal value of numbers will take months to be achieved, and that during the learning process multiple reorganizations of received information may take place given that, in order to appropriate these concepts the child must be capable of re-elaborating them and reorganizing them by himself.

The "additive" idea of mathematic learning was followed by a completely different idea, i.e., subjects to be learnt must be incorporated into the learner 's cognitive structures. In turn, the learner must go on to make continuous reorganizations in order to incorporate new subjects. From this perspective, there is always some difference between what is taught and what is learnt, which is not the kind of banal difference which results from the attention or memory problems of the child, but the fundamental difference between the subjects presented by the adult and what results from these subjects once the child has tried to incorporate them into his own structures.

b) Reconsideration of the initial moment of learning

I usually say that children have the bad habit of not asking for permission to start learning. It is adults who pretend to determine the moment when this or that learning process should begin, but this does not guarantee that the child will obey a legality he disowns. It is important to note that in domains which escape school teaching (such as learning the oral language) nobody is disturbed by the observation that a child is learning "before his time". Concern may arise with respect to delays in the appearance of this or that conduct in relation to mean ages, but never with respect to progress. Curiously, in the case of written language

worry is usually expressed by parents or suspicion by school if the child express interest in reading and writing "before his time".

Our research has shown no urban child arrives at school totally ignorant with respect to the written language. The initial moment of learning comes before primary school. Writing forms part of "urban space" and it is found in the most varied contexts. Even in the absence of specific information transmitted by other already literate people, the presence of the object permits varied types of exploration by children. This does not mean to say that at the beginning of primary school all children possess the kind of knowledge that school accepts as valid, but that some work of active exploration about those graphic marks has already taken place, there has been some questioning about their structure and function, as well as able to name and draw letters is nothing but a minimal part of the pertinent knowledge (perhaps the easiest to acquire, but as unrevealing about the child's conceptions about writing as knowing how to recite numbers by rote in the case of mathematics.

c) Reconsideration of the mode of presentation of the object of learning and of the role of adults in this process.

Children who have started their literacy process outside school have attempted to systematize information of very different kinds. They have found writing put in context, such as (street signs, texts on commercial containers, in journals, etc.) They may perhaps have seen other people interpreting these marks aloud or producing these marks. The why or what for of these activities is not automatically revealed through social exchange, but the existence of context allows initial anticipations as to the possible meaning of these activities. In these occasional encounters with writing -known as "literacy events"- they have found all the letters of the alphabet with the frequency corresponding to each one of them; they have found different letter forms (printed capital and small letters, at least).

In other words, they have found themselves in a situation which is more akin to that of learning oral language that to the kind of systematic learning offered by school. Instead of receiving a systematisation thought up by others, they have had to make the by no means insignificant effort of systematising surrounding reality.

Outside school, the child receives information in its context. Inside school, he receives information which is out of context. The children who arrive at school knowing that writing is useful for transmitting information, for communicating at a distance, for expanding one's memory, for the construction of other possible worlds, and who also know something about the different kinds of register for the written language associated with these functions, are those who grow up in a literate environment, with parents who use written language daily and who, without intending to, constantly give out information. Those who arrive not knowing this -the majority of state school children and very particulary those in rural sectors- do not know it, nor do they get the chance to learn it at school. Here they will be presented with a school object rather than a social object, i.e., a dismembered object with no context and lacking all functionality except to allow promotion to the next school grade.

Writing is important within school because it is important outside school. But by appropriating this social object, the institution of school has converted it into a teaching object, concealing its social uses. Restoring the characteristics of a social object to writing is an enormous task, which by itself implies breaking with traditional practices and traditional didactic disputes.

d) Reconsideration of ways of evaluating advances in the process and of "learning disorders" in this domain.

Acknowledgement of certain necessary stages in the construction of the written language in the child allows one, on the one hand, to notice progress even though the child may not yet be giving the correct answers. On the other hand, it also allows one to avoid labelling those who do not reach the stipulated final point in the required time as "learning disorders". Recognising that children are not completely ignorant at the start forces one to identify what they do know. This is the starting point of school learning, and not the point arbitrarily chosen by the adult. The measure of a child's

learning capacity is not the end point - considered to be absolute-, but rather what the child has managed to learn, starting from what he knew at the beginning of his school learning. It is necessary to give up the naive assumption that all children are equally ignorant because they have not yet received formal specific instruction. Reconsidering advances, halts or progress in this learning process would require a detailed review, which is beyond the limits of this presentation. One thing, however, is clear, i.e., as soon as the learning process is reconceptualised, the notion of "normal" or "pathological" within this process is also reconceptualised.

6. The need for qualitative changes in literacy activities.

Political participation of citizens in the democracies of the continent requires individuals capable of making their voice heard in writing, and capable of understanding other people's written word. Incorporation to the modern work market requires literate citizens. A world where decisions taken thousands of miles away affect the day-to-day life of other countries demands that people be in a condition to understand international information contained in newspapers (i.e., the ability to read it critically, treating this discourse with the same reservations with which we treat oral discourse -that is to say, making inferences about the speaker's intentions- and forcing this written language to which values of truth and authority are unconsciously associated to shed its "sacredness").

These learned citizens must be formed at state schools, which continue to be the most important places for literacy-teaching for the majorities of the continent. We cannot wait for them to become frustrated adults to then recuperate them once it is too late. As long as state schools do not responsibly assume their task of teaching those who need it most how to read and write, democracy will continue to be a rhetorical figure without any empirical support.

The results of basic research are never directly applicable to educational practice. It is necessary to proceed to careful pedagogic research, which will also take time, while basic research continues. Nevertheless, the urgency to solve the pressing problems derived from educational practice has led many professionals in various countries (particularly in Brazil, Mexico, Venezuela and Argentina) to try and apply some of the new available data about the processes through which children construct their knowledge of the written language to literacy activities with marginalised populations. It must be pointed out that no literacy experience can be defined exclusively from the point of view of the developing child. All educational activities are carried out in a specific political, historical and cultural context; and these contextual determinants are an inherent part of the literacy proposals to which I refer.

These experiences (and others in the making) merit the following comments:

a) The acknowledgement of a series of necessary stages for the elaboration of knowledge about written language allows the teacher to see advances and progress where previously he only saw mistakes; the teacher now knows that, though he may provide the same information, not all children will produce the same results, because these depend on the way information is understood at the different stages of this development. The distinction between what is taught and what is learnt is thus introduced into "day-to-day" school practice.

b) The way of functioning in the classroom and the relationships within it are redefined. Instead of there being only one person who knows how to read and write (the teacher) and a set of ignorant children, there is a set of people who are in the process of learning to read and write and all of them can read and write, each one according to their level of literacy (including the teacher). Carrying out exploration activities of the object one is trying to get to know -i.e., the written language-; demanding information about this object (within and outside school); trying to understand and produce or recreate writing in order to appropriate it; all of these become normal activities.

c) In order to restore its social function to the written language it is necessary to open up the classroom to information found outside school, and to transform the classroom into an environment

that stimulates literacy and provides multiple occasions to come into contact with activities related to text production and interpretation. This is particularly important in rural areas, where school is often the only environment which can provide information about the written language as a social object put in context.

d) In-service teacher training needs to be re-thought at various levels. Training courses where teachers receive instructions to be applied with no change in the classroom do not contribute to make them into responsible and autonomous professionals. Training courses which attempt to transmit information measured out in doses rarely lead teachers to modify their practice. When there is a subject that implies a conceptual break with previous practices and presuppositions, it is first necessary to bring teachers' assimilating schemes to a crisis in order to give a chance for the construction of new assimilating schemes. This takes time, and such time does not usually coincide with the political time available to introduce innovations. And, nevertheless, enduring modifications require that teachers' assimilation time be respected if we want them to really seize a proposal and make it their own, and if we want them not to limit themselves to obeying instructions, delegating onto others the responsibility of their own teaching practice. This also requires that training go hand in hand with practice, that it be nourished by reflection about practice and by awareness about the contradictions involved between intentions and actions. Re-professionalising teachers is a far-reaching task. It may be initiated in any of the areas of the school programme. It is, however, more urgent than ever to initiate this task in relation to literacy because the children who do not manage to cross the threshold of initial literacy will neither be able to gain access to other programatic subjects. Analysis of the behaviour of primary school teachers with respect to the written language and as readers and users of the written language is extremely necessary in order to plan training activities which will involve them as actors in the literacy process.

e) The concept of activities at pre-school level with respect to literacy must be redefined in terms of available research data.

The pre-school level has been alternately conceived as a subsidiary institution of the primary level or as an institution totally independent from this level. The classic disjunctive is expressed as the following question: should reading and writing be taught in pre-school institutions or not? This question has classically received two contradictory answers: one should begin to teach in a manner that is congruent with what primary school will later do (that is to say, one should "prepare" children according to the definition of "preparation" adopted by primary school); or one must not carry out any activity during pre-school that has anything to do with the written language (that is to say, one must abstain from introducing any of the subjects which are the exclusive property of the primary level). This disjunctive is false because the question is wrongly put. In terms of available knowledge, the only adequate answer to this question is the following: the written language should not be taught in pre-school, but conditions should be offered to allow the child to learn. This also means that the working conditions of pre-school should be rethought in order to transform it into a literacy-stimulating environment. This is particularly important in the case of marginalised populations. Being a social object, the written language is not democratically distributed throughout the various sectors of the population. There are children who grow up in literacy-stimulating environments, and other children who grow up in environments where nobody is in a condition to perform the social functions with which writing is intimately associated through specific social acts. Being present at acts of text interpretation and production, having multiple opportunities of coming into contact with written texts of varied origin, having the opportunity to produce written marks, having the chance to ask, to explore and to confront one's own ideas with those of others, all this may be done in pre-school. It is, no more and no less, what some children do by themselves, at home, i.e., the children who grow up in a literacy-stimulating environment, and those who go on to finish their literacy process with no difficulty at school. This is what all children could do at pre-school, with the condition that, while not pretending to teach, we should offer them every opportunity to learn.

The result from all the above is that we are confronting a conceptual revolution in the domain of literacy. It would be ridiculous to reduce this to a new methodological alternative at the same level as previous alternatives.

Some of the "great polemics" about literacy are thus reduced to false polemics. For example, the argument about the type of letter chosen (cursive or script); the discussion about whether one should first teach to read and then to write or whether both activities should be taught at the same time; the discussion about the order of presentation of letters, syllables or words. Some things that were never discussed need questioning. For example, in order to understand the written language, is it necessary to learn a technique of transcription of sound forms into graphic forms, or should the complex rules of correspondence between a system of representation and the represented object be understood?; active experimentation is the basis of school learning in maths and sciences, what does allowing and stimulating active experimentation in the written language in school learning mean (until today dominated by repetition copying and the reproduction of models)?.

As in all conceptual revolutions in any scientific domain, this will take time to be assimilated, and for ways of action to be established according to newly attained knowledge. Perhaps the moment is arriving when teaching will leave behind arguments about dogmatic schools, the search for miraculous methods and inconsistent fashions in order to commit itself seriously to the adoption of a responsible scientific attitude.

EARLY OR NURSERY EDUCATION

M. Victoria Peralta Espinosa (*)

The influence of the first years of life on the individual which has been demonstrated by numerous studies demands a set of integrated measures which not only ensure that educational activities in this field gain wider coverage, but also that they take into account qualitative aspects, to ensure that these do not work against the stated aims. This article seeks to contribute to an understanding of some of the varied issued involved in the education of young children, whether this takes the form of formal, informal or non-formal education.

With respect to the formal area of care for pre-school children two studies are presented here which cover some essential aspects that need to be taken into account in developing curriculae for this level: the existence of different alternatives or approaches and their cultural relevance. the latter subject is analyzed further, though from a different perspective, in a third article which seeks to bring out the ties that must be made between the home and nursery school. This underlines the importance of the relationship between formal and so-called "informal" systems. These three articles are part of the documentation produced for two Meetings organized by the Chilean Association for Educational Curriculum (Asociación Chilena de Curriculo Educacional) in La Serena (1985) and Osorno (1986), which were sponsored by Unesco.

This section also provides some general information and gives the conclusions of the "Regional Workshop on Guidelines for developing instructional materials for pre-school children" which was organized by OREALC in Santiago, Chile. This workshop brought together a group of specialists producing these kinds of materials in the Region, to identify the basic criteria in producing these materials and to establish guidelines for analyzing and introducing materials being made for Unesco for the purpose of "creating learning environments which are conducive to children's healthy development in the early years of life". This material is intended to be a resource to encourage the development of non-formal programmes in Third World countries.

Approaches to the Curriculum in Nursery Schools (1)

In 1985 the Chilean Association for Educational Curriculum organized the "First National Meeting of Specialists in Curriculum for Nursery Education, this meeting considered that one of the subjects that should be examined was, "Approaches to the Curriculum in Nursery Schools".

This article gives a summary of some of the most important kinds of work being done by chilean nursery teachers. The first part is essentially dedicated to a description of the essential theoretical framework for understanding the implications of the different concepts underlying the curriculum in all the different forms that this may take in nursery school teaching. The article then suggests a method of classifying the different approaches to the curriculum in

(*) M. Victoria Peralta E., compiler of the present paper, nursery teacher, Co-ordinator and teacher of Training, Research and Curriculum Development Center in Nursery Education, Director of the Chilean Association for Educational Curriculum.

(1) Dina Alarcón Quezada, Susana Bornand Perez, Sylvia Lavanchy Bobsien, M. Victoria Peralta Espinosa, Nancy Prada Almonte, Selma Simonstein Fuentes. Members of the Commission working on this issue.

such a way as to provide some relevant criteria for analyzing the existing range of approaches, emphasizing that the most important thing is to introduce curriculae which can be characterized as "active" or "contemporary". Taking this definition as a starting point, some examples are given of these alternatives, in order to show how certain key points -which are common to all active curriculae- may be tackled using more specific frames of reference. Finally, a number of categories are mentioned which could be used to evaluate the type of curriculum being implemented, for the purpose of encouraging qualitative improvements in educational activities in nursery schools.

I. Definition of a basic theoretical framework, related to the different curricular alternatives in nursery schools.

Types of curriculum for nursery schools represent the different ways in which the general theory of the curriculum is put into practice in nursery education. They have, therefore, existed ever since the general theory became crystallized in educational practices, through what we may today term the first historic curriculae: "froebelian", "montessori", "agazzian", "decrolian", etc.

In this sense the ability to handle the various factors and elements which make up a pre-school curriculum using different models has from early on given access to a range of curricular alternatives which enable the teacher to respond more effectively to the different educational situations with which s/he may have to deal.

This qualitative development of the nursery school curriculum -at both the theoretical and practical levels- implied by the existence of different alternatives, is a significant factor which is worth analyzing from different angles and which we will now examine.

Contributions made by the different approaches to the curriculum

These have brought a qualitative development in the pre-school curriculum by offering different alternatives for introducing the ideas involved in an active approach to education in different ways. In this sense they have led to a broadening and deepening of the general theory of nursery education available at present, and have in turn opened up new theoretical and research fields. In practical terms, they have contributed by offering a range of work strategies which allow the particular characteristics of each educational situation to be responded to more effectively.

The more detailed exploration of theoretical questions which has ocurred with the emergence of each of these different approaches has not beneffited that particular approach alone, but has also enriched the rest.

The study and process of decision-making involved in the choice of one of these alternatives supports the basic argument that in all of them the key characteristic is the teacher's commitment to and respect for the coherence of each approach, and that their successful introduction definitely depends not on good intentions but on a real understanding and putting into practice of the ideas that comprise them.

For parents, the knowledge that different curriculae may be used in their children's education has obliged them to ask themselves what kind of education they want for their children. This has also involved realizing that nursery education is a considerably more complex activity than what many people often see as merely, "a place to leave the children".

With respect to children, who are the curriculum's main concern, it has meant being able to respond better to their different needs, since all the alternatives are based on a concept of an active and enquiring child.

Factors which need to be preserved in the curricular alternatives

As all forms of curriculum make a significant contribution, for the different reasons mentioned above, it is important not to forget that they all have a common starting point, which is at the heart of the pre-school curriculum, and that differences between them are, therefore, concerned with more subtle aspects where the same theory may be given different interpretations, and that this makes certain "competitive comparisons" quite irrelevant.

It is clearly vital that in the training and/or advanced training given on these approaches, their essential characteristics

be emphasized, and not merely their formal characteristics, since one often finds that in practice the latter are given precedence, with the result that the approach loses its real significance and potential. This is probably one of the things that devalues these curriculae and converts them into what have been termed, "traditional", "rigid", or "school-centred" curriculae, leading them to lose the flexibility and breadth of ideas which all pre-school curriculae need. In relation to these, "traditional curriculae", it should be said that no teacher training institution, or institution for the care of nursery school children has encouraged their use, but that they can be found in a significant number of centres. This is extremely disturbing because such approaches are very damaging to a concept of the child as an active subject and therefore a key actor in the curriculum and its development.

It would seem to be important to bring together certain criteria and terms for referring to approaches to the curriculum, since one finds expressions like "methodologies" or "methods" being used as synonyms, which is incorrect, as these are part of a greater whole which is the concept of the curriculum and the ideas derived from it. One can also identify a need to name and make a correct characterization of the different approaches to the curriculum. Here the proposition developed by V. Peralta (1981 and 1985) is valuable, since it points out that the aim is to encourage active curriculae and replace those which have developed the characteristics of "traditional" approaches. This will also prevent confusions -in relation to terminology at least- between the "integral" curriculum with an active approach and a set of propositions which has been developed in Chile, with very different, traditional or rigid approaches.

It is also seen to be vital to create support structures, extending and improving the teachers' training of the different approaches, so as to avoid the weakening of their fundamental characteristics, since these are often lost when the teacher starts work, for a variety of reasons, among which are: professional isolation, a lack of understanding of the key elements in pre-school education by some directors and even some parents, the commercialization of education, etc.

Regarding the use of "should" in official education programmes, given that the teacher needs to have the possibility of choosing the approach most appropiate to his/her reality, it is seen to be important that these official programmes should not be imposed, as sometimes happens in some education centres.

It needs to be borne in mind that all approaches to the curriculum always involve "decision-making", and that therefore while all have common founding principles, each prioritizes some aspects more than others. This means that comparisons between them can only be relative and that they should not be looked at as though any one were "perfect", "complete" and therefore "unchangeable", but rather that they should be seen as different alternatives for dealing with the complex problem of the education of Man in the first years of life.

It is seen to be important to ensure the continuation of these approaches in higher levels of the education system, especially in primary education, since sometimes the changes are so sharp that they affect not only the development of one field of work, but also, and in particular, the child, who is the focus of this educational activity. Emphasis needs, therefore, to be put on Primary Education, where "active curriculae" will be introduced, and the "rigid curriculae" which are also still found at this level will be abandonned.

Finally, it was recognized as important that the approaches involving active curriculae being used in the nursery school should take into account more clear-sightedly and decisively, their relationship at both a theoretical and practical level with the particular culture of each community, which is crucial in developing a cultural identity and in the appreciation of one's national heritage, and the specific forms of thinking, feeling and acting". (Report of Commission Nº3 - La Serena (1).

(1) Report of Commission Nº 3 on "Approaches to the Curriculum in Nursery schools" held at the time of the "First National Conference of Specialists on Curriculae for Nursery Education" held in La Serena in August 1985.

II. Proposal for classifying approaches to the curriculum (1)

In an effort to organize the curricular activities which take place in Nursery schools and in particular to assist in differentiating between essential and secondary characteristics and concentrate efforts on the really significant aspects in making qualitative improvements in the curriculum, we put forward below a more complete version of the classification suggested by the same author in 1981:

COMPARATIVE MODELS	TYPES OF NURSERY CURRICULAE	
	TRADITIONAL (1) "rigid" or "static"	CONTEMPORARY (2) "Active" or "flexible"
Basic propositions: a) General (Principles)	Not used, or partially or wholly discredited.	All are used correctly, complementing one another
b) Own (More specific theoretical framework)	No investigation involved therefore no explanations of or clarity regarding curriculae	These are made explicit as a result of the process of research and discussion which is extremely important in, or even characteristic of, the decisions on the curriculum.
Role of child:	Passive, basically receptive; "object" of the process.	Active, agent of his/her own development and therefore acts to implement curriculum, which implies permanent participation, as far as this is possible
Role of teacher:	Always directs and orders, central focus of all measures.	Guide, facilitator, receiver of contributions and suggestions
Teacher (adult) - child relationship	Basically one-sided, vertical distant.	There is an interrelationship, this is therefore of a horizontal, close and warm nature.
Physical environment:	Basically organized around adult, static, gives little stimulation.	Organized in terms of the child, participative, stimulating, welcoming.
Daily timetable:	Organized in terms of adult, rigid, impose norms, "unchangeable".	Organized to suit the child, his/her characteristics and needs, which implies that it is constantly updated and renewed. Flexible.
Planning:	Scarce, repetitive, uncreative unconnected with needs of the children.	Permanent, creative, flexible, based on the needs and interests of the children
Evaluation:	Almost non-existent, and if it does take place, concentrates solely on measurements. Only made to assess amount learnt.	There is an ongoing process of evaluation, looking at the child and each of the factors and actors in the curriculum.

(1) Traditional is here given the connotation of "remaining static", without incorporating the different contributions which various disciplines and sciences are continually making to education.
(2) Contemporary is used here to emphasize the incorporation and vitality given by contributions which update existing knowledge.

(1) Ponencia: Informe Evaluativo del desarrollo de curriculos personalizados en la educación parvularia chilena" Primera Parte (Paper Evaluation of the development of personalized curriculae in nursery education in Chile" First part). Victoria Peralta.

This characterization of pre-school curriculae leads us to the conclusion that it is essential to develop the so-called "contemporary" curriculae which have been in existence since the very first nursery school curriculum was designed: the froebelian approach. However, this first approach has given rise to many new forms of or approaches to the curriculum which are based on these common "roots" that we have sought to bring out. It is therefore worth making certain distinctions which provide the basis for sub-classifications which, while they allow for greater clarity over the differences between the approaches, are of only secondary importance, since the essential aspect are the common characteristics which we have sought to emphasize here.

One of these sub-classifications which I have only recently introduced (1) and which requires further explanations is the following:

CONTEMPORARY CURRICULAR MODELS

INVOLVING | **SELF-DETERMINATION**

By curricular models we mean those based on the needs and characteristics of a particular educational community, whose starting point is a model with its own basic propositions and general criteria put forward by a group of specialists who have brought together the key aspects of this approach. In other words, these models have "authors", and that fact needs to be borne in mind and respected. Some examples are the approaches referred to by names which indicate these authors or to some specific key characteristic, seeking to show the coherence between the theoretical framework and the propositions regarding the curriculum. Some cases of this are those of the historic approaches: froebelian, montessori, etc. Of the more recent, we find the "cognitive curriculum of High/Scope, the "integral" curriculum developed in Chile, a "personalized curriculum" or one which "focusses on the individual".

By curriculae involving self-determination or self-management we mean those which are defined as a whole by a specific educational community, which implies involvement from the formulation of basic propositions and criteria right through to the concrete aspects of its implementation. It should therefore -if one is to use precise terminology- be called by the name given it by the educational community of the Nursery school where this approach came into being. To be more precise about what is involved in creating these curriculae, the members of the community should decide:

- the type of more specific basic propositions to be included, in relation to both their variety and contents, and to the emphasis given them, ensuring that the necessary coherence is maintained between them and in relation to general theories of the pre-school curriculum, and
- the general cirteria characteristics which should be shared by all aspects and elements of the curriculum, and which should always concord with the theoretical framework which has been explicitly defined.

III. Examples of some contemporary approaches to the curriculum used in Nursery schools.

1. "Integral curriculum" (2)

Fundamental principles of the Curriculum

Given that the object of this curriculum is the child seen from both the individual and social dimensions, that is to say, as a person, it is important to refer to the philosophical and psychological ideas which feed into and support this approach to the curriculum, as well as to some of the educational principles used to guide activities.

(1) V. Peralta E. Proposition put forward at the "Fifth Congress on Nursery Education", Universidad Austral de Chile, Valdivia, May 1985.

(2) Configuración de un curriculo con un enfoque integral. (Creating a curriculum with an integral approach) Dina Alarcón Quezada, Susana Bornand Pérez and Selma Simonstein Fuentes

Philosophical principles

From a philosophical and anthropological point of view, the integral curriculum seeks to encourage a process in which the pre-school child learns to give meanings to relationships which result from his/her contact with the universe, and with the social group in the historical context in which s/he is living, and thus to accept his/her own humanity, to be able to "complete" or perfect him/herself.

This necessarily involves a vision of humankind which raises the question of the direction in which the child should be encouraged to grow. The concern has been to look not simply at children's occasional interests -which could risk limiting the teacher's role to a purely technical one, with the teacher being merely an observer or an acquiescent companion- but rather to propose the active and full participation of the teacher who, while always present, remains in the background. While the idea is to create the conditions for the development of an individual, this individuality is not intended to give rise to a concept that one's existence owes nothing to others, that one is independent of other people. Children are born dependent, and only little by little do they become independent biologically-speaking; but they never become fully independent in intellectual, moral and spiritual terms, ultimately they need their environment in order to be able to develop.

Should everything be subject to the learner's personal experience? The fact that the curriculum is not directed could imply a rationalization of a state of "disorientation" which might lead to a morality which sees all hapiness as licit, and ends up in making all truth relative. This is why the integral curriculum emphasizes the importance of the teacher in the process, as the creator of a stimulating, suitable and adequate environment.

In order for children to be able to create their own personality and achieve their full potential as individual and social beings, they need not only opportunities to express their inner selves and develop their feelings, ideas and ways of behaviour, but also to be able to find reference points in their environment around which to build their own life project and discover their own scale of values in order to meet a psychological need felt by all human beings: the need for one's own identity.

In this curriculum freedom is seen in terms of a fulfilling and deeply-significant meeting between children and their environment, in which they are treated as actors with rights, but not left to their own free will. This freedom within conditions implies that not everything is possible, and that everything is not possible at any time. Reasoned and precautionary limitations help to develop a strength which uses obstacles and the need to make choices as a basis for extending freedom. This freedom also implies being open-minded, standing by one's decisions and accepting responsibility for one's choices, that is to say, that one must become a responsible person.

Even though an explicit attempt is made to encourage children to develop on all different levels, the pre-school child is not seen as merely the sum of these different levels or spheres, (physical being, ideas, actions, feelings) but rather as an indivisible whole who is unique at a level superior to that of his/her different characteristics. These characteristics are simply different aspects of a reality which they may help to explain, but the child is much more than that, is something more than the subtle differences that distinguish him/her from other children. Like all human beings, children experience a process of evolution which is not limited to the moments of their life: they outdo themselves, become something other than themselves, transcend themselves. This curriculum seeks to assist children to achieve this individuality.

The aim is that the pre-school should not only develop their individuality and their inner self, but that as social beings they should also interact with other people and communicate, they should discover other people, they should direct themselves outwards towards the world around them and that -and this is the experience which makes them be themselves and "develop"- they should also let others "be themselves" and "develop".

In fact, friendship and getting along together are the basis for communication between the teacher and child and between the child and other children. In this kind of relationship neither side can seek to rule the other. Each person is different, and this approach seeks to develop a respect for

these differences by making rules a "morality based on law" and a "morality based on love".

The aim is not just physical development (health, life, etc) but also the development of moral values: hapiness, generosity, truth, justice, equality, etc., whose effects on children's personalities are seen in their attitudes towards their physical and social surroudings. Within the different situations which arise there are also experiences of frustration which- as well as being identified- are also used to help these feelings to be overcome.

In an integral curriculum, the young child's actions have different dimensions:

- the dimension involving the ability to control and organize an external thing or element, that is to say, to act on objects and make abstractions on the basis of this experience;
- the dimension which assists in their education in the sense that it is a means of developing their virtues and moral qualities, and which emphasizes the way things are done rather than the results of the action;
- the dimension which allows children personally to explore, through their environment and experiences, their own values (this is closely linked to the previous dimension);
- the dimension which allows children to form part of a community of workers, which is vital if they are to be integral human beings.

The integral curriculum intends that children should base their knowledge on empirical experience, that they should learn through their own experience and that they should learn to handle and use objects through direct contact with them.

But the curriculum is also concerned with human beings and the way in which they have created objects. It therefore encourages reflection as well as **intuition**, on the understanding that if there is to be considered thought about an object, this must be preceded by direct experience of it.

Above all, the curriculum is concerned with the children's development, their development of themselves, their achievement of the highest degree of personal perfection, arguing that this does not occur within a framework of educational spontaneity, but rather on the basis of a humanistic approach which encourages and builds on spontaneous tendencies in humans in so far as these contribute to bring out and strengthen those personal qualities which distinguish one individual from another. Because of this concern with the development of the individual, the child's physical, intellectual and psycho-motor characteristics are given as much importance as his/her emotional or social qualities which are rooted in the young child's needs and interests.

The integral curriculum is concerned that children should feel their ties with their culture, their history and their roots. From this perspective it is felt that they should share all the wealth of their environment and that it should always be a presence in them. Some examples are: stories of their ancestors, interpretation of family events, plans and aspirations on the one hand, and games, songs, customs, and peer group values on the other, to which must also be added the aspirations, projects and traditions of the community. Going still further, there is the national social situation which can be communicated by means of national events, celebrations and news reported in the mass media. This is all part of a series of experiences of incalculable value.

The young child is, thus, a member of a number of communities, either directly and immediately, as in the case of those nearest to him/her (family, play groups, neighbourhood, area), or potentiallly, as in the case of those that are farther away and less directly known (city, region, country, universe).

In an effort to encourage some degree of coherence in the way that these spheres of influence on the young child join up with one another, the integral curriculum argues that there should be a direct relationship between the objectives of Chilean education and the objectives that underlie specific educational activities. It recomends, moreover, that the efforts to establish relations with the environment should **start from** the children's own community-neighbourhood, as a "laboratory" for experiences, and at the same time insists that the media and materials to be explored should be things that are very close to the children and representative of their environment.

All the above implies furthermore that the curricular process be seen, planned, carried out and evaluated in terms of the Nursery school's three lines of actions: action directed towards the children, action with the

staff, and actions aimed at parents and the community.

Psychological Background

In studies of child psychology, the evolutionary point of view has contributed information which has allowed an understanding of child behaviour in the successive stages of development.

Of the different schools of thought in evolutionary psychology, we will, because of their educational implications, refer to the ideas on development put forward by Erikson in relation to socio-emotional aspects, and of Jean Piaget in the area of cognition. The decision to include Erikson in the support theories implies that the integral curriculum is interested in emphasizing emotional development as a specific area, and not simply as being complementary to other functions.

This author considers that development occurs as a series of stages each of which is qualitatively different from all the rest. In each stage there is an issue or key problem which has to be overcome. Given that these stages are intimately linked to one another, it is important that the child should satisfactorily complete each successive stage.

The way in which the tasks presented by one stage are resolved determines the possibilities of successfully solving the problems posed in subsequent stages. The first three are the nursery school stages.

"... Erikson sees the social expectations of the environment in which the child grows up as being more significant than biological factors. This raises a variety of questions for the teacher and should make him/her review social norms and see whether these are in harmony with the child's possibilities of fully developing in physiological, psychological, cognitive, etc terms, without forgetting the principal concern, which is the emotional level that the child needs to learn to handle".

According to Erikson, children are better able to accept experiences of frustration, can cope with failures, are encouraged to develop their egos and increase their autonomy through play. This indicates to the teacher the need to organize environments that facilitate play, and at the same time demand specific forms of behaviour of him/her: respect for the child as a person; constant communication and affection, acceptance of the child as s/he is; ongoing willingness to provide guidance and calculated support to help the child to overcome difficulties s/he is facing; consistency in words and deeds.

For his part, Piaget sees children's interactions with their environment in their process of development and learning as being of fundamental importance. This gives the teacher the responsibility for organizing an environment which is rich in stimuli that are meaningful for the children and which encourage them to take initiatives.

Given that children are active beings in their relationship with the environment, they build up their knowledge as they discover the world around them, and correct their own errors. Their motivation for interacting with the environment arises from the needs they perceive when they put into operation the cognitive structures that they have developed within that same environment. Thus, they direct their own learning processes, they "learn" or "reinvent" by organizing and reorganizing their experiences.

These thories attribute a fundamental role to children as active agents in the learning process. The teacher must therefore encourage children to physically handle objects, helping them to examine and explore their environment by means of questions, by raising problems and dealing with obstacles which lead them to use and develop their mental processes.

Piaget's conclusions about the development of cognitive structures of different levels of complexity as one evolves, provide the teacher with a reference point in selecting and organizing educational objectives and situations in relation to cognitive aspects.

Educational Principles

An integral curriculum approach sees the following as guiding principles:

- Principle of activity - self activity

This principle is based on the idea that humans are fundamentally active beings, from both the physical and intellectual point of view. In pre-school children activity has the characteristics of a need,

25

and it is often expressed in an outpouring of energy.

From an educational point of view, activity does not simply refer to its external expression in observable movements, but must also have an internal aspect, involving the child's whole being. From this perspective, the above principle refers to the role of helping children to bring knowledge and ideas together in action, that is to say, commit all the children's functions, the emotional, intellectual and the physical. This theory gives the teacher using the integral curriculum an important role in organizing an environment which encourages spontaneous activities, and as a guide in developing these, bearing in mind that one of the typical activities of pre-school children is play.

• Principle of individuality

This is based on the fact that each individual is qualitatively different from all others in terms of capacities, interests, values, etc, with these differences being even more apparent in pre-school children, who are people in the process of development.

Here, the use of this curriculum needs to take individual differences into account from different points of view. This makes it necessary to continually observe each child in order to detect his/her needs and interests and the characteristics of his/her physical and social environment.

One of the attributes which characterizes humans as individual beings is creativity: the integral curriculum seeks to stimulate the development of divergent thought and creative forms of expression, in either graphic or plastic forms, in language or in movements involving the child's entire body.

• Principle of communication

This is based on the idea that humans are not isolated beings, but form part of a larger whole, with which they have a relationship. It is in the community that humans become consciuous of their individuality and develop an understanding of themselves. The integral curriculum seeks to satisfy this human need by developing the pre-school children's ability to communicate, using different forms of expression: corporal, graphic, plastic, mime or language.

This principle should be extended into work with the staff of the kindergarten and the participation of the family in different activities.

• Principle of autonomy

The definition of autonomy is the "ability to govern oneself, the ability to be a law unto oneself, the possession and effective use of freedom". (V. Garcia Hoz).

To achieve personal autonomy, an integral curriculum should take this idea into account from the moment the child enters the nursery. At the first stage (between the ages of 3 months and 2 years) one can start to remove the obstacles that hamper the child's development. This is done by allowing children to move independently in situations such as: exercise by moving their legs freely even before they learn to walk, or walking when they begin to learn, or eating by themselves even if they get dirty.

In the Middle and Transitional Levels the children's ability to determine their own actions is encouraged and stimulated by allowing them to choose their activities, where they will work, materials, different subjects, etc or by encouraging personal initiative based on a knowledge of reality.

However, this capacity to determine their actions by themselves must go hand in hand with a gradual recognition of responsibility for them, in order to avoid deviations which could lead to licentiousness.

• Principle of flexibility

This refers more to the work of the teacher and it should involve adapting the integral curriculum to the existing educational circumstances. This demands that the teacher have a flexible attitude which will allow him/her to identify those elements in the environment which interest the children and which could be used in the teaching and learning process. It also means accepting the children's suggestions and incorporating them into his/her planning, and being alert in order to notice their responses and adjust rapidly to changes that may occur.

• Principle of balance

This refers to the variation in activities and the harmonization of the different

types of experiences that need to be provided for the child, taking into account that these need to be appropriate to the characteristics of the child's development and his/her particular circumstances at any given moment.

The implementation of this principle in an integral curriculum has repercussions both on the learning objectives and activities proposed, and on the way they are put into practice. Above all it demands that the teacher must constantly strive for balance. From this point of view, the teacher must ensure that the different experiences are related to different areas of development, and that the way the activities are organized covers different degrees of physical effort appropiate to the characteristics and needs of the particular group of children.

Explicit Objectives

Objectives are established for each area in order to achieve integral and harmonious development based on the characteristics and needs of each child and taking into account the expectations of the social surroundings.

Important objectives in the emotional and social area are: to gain a basic degree of self confidence, to develop attitudes of personal autonomy in decision-making (in relation to subjects, objectives, activities, materials and other questions); to develop an attitude of responsibility in relation to one's own decisions; to develop an enquiring mind with respect to one's surroundings; to develop personal initiative in different situations; to develop the ability to express oneself creatively, to communicate using different forms of expression; to develop one's appreciation of one's own work, the work of the whole group and of individual classmates, and to develop attitudes expressing values such as respect, honesty and solidarity with others.

In the area of knowledge, the objectives are: to get to know oneself, and the physical and social environment; to develop original ways of thinking by developing the mental processes of observation, association, comparison, classification, ordering and establishing time-space relationships.

In the psychomotor area, the objectives are: to develop abilities in co-ordinating eye and hand in both large and fine movements, to co-ordinate hearing and movements, to co-ordinate wide and partial movements, to be able to balance both while still and in motion, and to learn some basic habits which protect physical health and permit children to become progressively incorporated into their social environment.

Planning

Planning should be based on a diagnosis of individual and group needs and interests in all spheres of development, and should act as a guide in educational activities. It should also allow for the possibility of replanning during the activity in response to unexpected situations which are interesting to the children or bring unexpected responses from any of them. All communications should be clear, so that both the parents and the staff understand the process being carried out and collaborate effectively with it.

Types of planning

An integral curriculum reconciles long-, medium- and short-term planning in accordance with the needs of the group of children and the teacher's possibilities of action.

In this curriculum, all planning seeks to deal with the teacher's different spheres of action: the child, the staff, the family and the community.

Planning implies that the work is divided between different levels. Some forms of medium- and short-term planning by levels are:

Nursery (3 months to 2 years): Models of curricular planning structured around "development tasks" and situations providing stimulation.

Middle level (2 to 4 years): Models of curricular planning structured as: objectives, suggestions for activities and methodological suggestions. Generalized forms of organizing activities which are selected according to the objectives established: focus of interest, unifying game, motive for expression. Plans which include alternatives allowing spontaneous selection of all activities, materials, etc. For example playing in different areas, playing a shared game.

Transitional level: Generalized forms of organizing selected activities according to

27

the experiences they are intended to provide and the children's characteristics. These could include: focuses of interest, teaching-learning units, shared games, themes to encourage expression, individual or group projects. Provide opportunities for the children to evaluate their own performance.

Implementation of the Curriculum

Planning is incorporated into this curricular approach taking into account possible alterations in the action in accordance with criteria for flexibility which respond both to the characteristics of the child and to the curriculum. The following are some of the characteristics of aspects of the curricular that are important in putting this approach into practice.

Role of the teacher

The role adopted by the teacher will depend on the objectives.

- Person who plans the teaching-learning process: selecting alternatives, designing instruments, organizing human and material resources.
- Guide in the child's process of discovery.
- Model, where learning is trough imitation.
- Co-ordinator of team work.
- Supervisor of team work.
- Guide in work with parents.
- Person who communicates to the community.
- Evaluator: constantly observing, registering observations and making evaluative judgements on the experiences provided and the educational methods used.

Role of the child

Active participant (learns to learn)

- Problem solving
- Exercising him/herself
- Choosing activities, subjects, materials, ways of doing activities.
- Communicates thoughts and feelings through different forms of expression.

Types of interaction

Different types of interaction are suggested, and these can be varied according to the objectives.

a) Child with other children.
b) Child with adult (teacher, assistant, director, others, parents).
c) Child with physical environment.

Methodology

The most important curricular strategies are the use of play which gives the child pleasure and a sense of well-being, and a questioning of reality which responds to the need for knowledge which will give meaning to his/her life.

Organization of the space and the materials

The integral curriculum demands a flexible organization of space, which responds to needs and objectives and will be conditioned by the characteristics of the environment. It is important that features of the environment and specifically of the region be incorporated; this means making use of essential characteristics of the area (such as hills and slopes) and of local natural and cultural phenomena.

In short, the space and the materials should not be static, the space will be modified and the materials periodically renewed according to the objectives. If different play areas are used, the change may be in the areas themselves or in the kind of materials provided. The minimum requirement in terms of space is that there should be variety in the way that the inside and outside areas are organized, so that different kinds of activities can go on, such as: carpentry, gardening, animal rearing.

Organization of time

Time should be organized flexibly, according to the pre-school children's needs and interests. A timetable is organized on the basis of theses characteristics, taking care not to combine activities which require the same kind of effort: there is a combination of outside and indoors activities, spontaneous and semi-directed activities, and individual and group activities.

On the other hand, activities whose role is to satisfy the children's basic needs and develop habits related to them are kept at the same times every day.

Organization of the children

With respect to the overall organization of the Nursery school, it is proposed that there should be a flexible division of the children into groups. In general they are organized into groups with similar levels of development, but this is not the only possibility. There are occasions on which the children will be grouped according to their own interests (play in corners).

With respect to each of these groups, the way they are organized should be adapted to the characteristics of the activities; the children can work alone, in small groups, or all together, as necessary.

Evaluation

The evaluation covers three areas of concern: children, family, staff.

The pre-school teacher's role of constantly observing what goes on is seen as being extremely important in assessing the children's experiences and taking decisions with respect to these.

The evaluation may be of different types, depending on its aims and the kind of decision which needs to be taken.

a) Diagnostic, for the purpose of identifying needs and interests and deciding on the objectives of the process and the methods to be used to achieve them.

b) Formative, in order to modify the educational methods employed for the purpose of improving the process.

c) Summing up, when one seeks to assess the degree to which the objectives have been achieved, or the progress made in different areas of development in relation to the intended experiences, or to find ways of solving problems that have arisen.

2. "Cognitive Curriculum" (1)

This alternative approach to the curriculum will be briefly reviewed in terms of both its theoretical and practical aspects. The reference point for this review will be the four factors which studies have shown to determine whether or not a curriculum is effective. These factors are: the teacher's commitment, a stable organization of time and space, team work and systematic planning and evaluation.

The teacher's commitment implies, in the first place, a personal decision to look for an approach to the curriculum whose fundamental principles are in line with his/her own. This idea also involves the belief that the individual and the professional are not two different beings, but one person. Thus each teacher has to BE in order to DO.

Secondly, it is worth analyzing the educational philosophy to which the teacher, in choosing this alternative, commits him/herself. To make this analysis we will use the description given by Kohlerg and Meyer of the progressive current in educational philosophy.

The main ideas put forwards by this current of educational thought are:

• Education grows out of the natural interaction of children with their environment and out of a society in the process of development.

• The aim of education is that each individual should achieve the highest possible level or degree of development as an adult. To achieve this aim one needs an educational environment which actively stimulates development by posing problems that are genuine and real, but at the same time to which there are solutions.

• The force or energy which organizes and develops the child's experience is the "child's active thought".

• The ability to think is developed by solving problems, that is to say, through "cognitive conflict".

• Educational experiences make children think, and make them think in such a way that they organize their cognitive and emotional faculties.

• Emphasis is placed on the relationship between cognitive and moral functions.

(1) "10 años de Experiencia en Chile con el Curriculo Cognitivo", ("10 Years Experience of the use of the Cognitive Curriculum in Chile") Sylvia Lavanchy Bobsien.

• The main aim is to develop logical and critical thought.

We could conclude that this curricular approach focuses on "children and their experiences"

Thirdly, it is important to get an idea of the basic objectives and evaluation in this approach. These may be summed up in the following ideas:

• It emphasizes the internal experience by focusing observation on the "process" rather than the "product". By emphasizing the internal experience, it seeks to determine mental structure: for this purpose it combines "observation" with "interviews"

• It emphasizes the "long-term" effects of education; that is to say, the effects it produces on the individual in the long-term.

Fourthly, a teacher who is committed to this approach should take the trouble to read and study Jean Piaget's evolutionary theory, since the psychological principles on which it is based are taken from this theory.

A review of Piaget's Theory, however brief, would take too long, and besides a great deal of literature is available on the subject.

I will therefore only discuss some aspects which a teacher working with the cognitive curriculum should be clear about, these are the concepts of: intelligence, learning, motivation, meaning, mental structure, units of development, cognitive aspect and emotional aspect in Piaget's theory.

I would like to stop for a minute to describe the different factors in the development of intelligence, in order to analyze, on this basis, what role the adult could play in this process.

Piaget distinguishes four factors in mental development:

• biological maturation;

• experience: here two types of experience are distinguished: physical and logical-mathematical experience;

• the social area with the transmission of culture, and

• balance or the internal regulating mechanism.

The teacher's action is basically related to the experiential and social factors.

It is of great importance to offer children opportunities to have experiences. These experiences should allow them:

• to learn actively, being both physically and mentally active;

• to re-elaborate experiences and knowledges in order to be able to describe or express and communicate them;

• to be autonomous in terms of solving problems and taking initiatives with respect to: themselves, knowledge and social relations.

In fifth place, one should be sure that the theoretical and practical aspects are consistent, since one of the basic conditions that determines whether a curriculum is valid is that it should be consistent with its basic principles.

If the teacher has a real commitment s/he will continually review his/her work to see whether it is consistent with its theoretical principles.

For this curriculum to be valid, one should be convinced that:

• there is a natural order in development which is the same for all human beings;

• every human being is unique and should be respected as such;

• the best way to learn is by being in direct contact with the world about one.

This last idea will be explained by describing what should be found in a nursery school which has chosen this curriculum. Here we should find:

• teachers who give individual and personalized attention to each of the children;

• little direct teaching and few guided activities;

• children who take the initiative: in relations with adults, with other children, with the materials and with nature;

• children who take the initiative in seeking information, suggestions, solutions, answers;

• teachers who act as active and participating observers while they evaluate, support and create.

In the sixth and final place, it is worth thinking a little about what the key experiences are.

The concept of "key experiences" is crucial in developing and implementing this curriculum. The real scope of this concept needs to be understood, in the sense that it is a way of integrating, simplifying and making operational all the ideas on which this curriculum is based.

What are "key experiences"?

One talks about a curriculum which focuses on "The child and his experiences". One of the teacher's first tasks is to identify these experiences which are essential, significant and crucial in being able to assess the level of mental development.

The decision as to which are the "key experiences" and the drawing up of a proposal on which are the most relevant to the pre-school level, are the result of a long and detailed study by teams of teachers and educational psychologists.

The key experiences proposed by the High/Scope Foundation are set out in their book, "Young Children in Action", and the key experiences which we propose (based largely on those of High/Scope, and revised in the light of our own research and experience) are given in the book "El niño actor de su propia educación" ("The child as actor in his own education").

An experience is provided, each child lives it at his/her own level, the teacher observes, so as to be able to distinguish, through the children's actions and words, how each one lived the experience and what s/he learned from it. For example, the children are provided with the experience of being able to explore actively, using all their senses, the teacher watches the children as they explore a pile of clay. One child squeezes it, hits it, smells it, buries his finger in it, and hits it again with his fist saying, "it's like the earth round my house" -another child squeezes it between his fingers, then pulls it out and flattens it on the table, he rolls it up into a cylinder, he makes it turn round on his hands and then forms it into a sphere and says, "now it seems like a snake"; he rolls up this cylinder and says, "now it's a ball", then explains, "the clay is soft, I can make it into things, I can make balls, snakes, bread, pies- it's brown and it feels a bit wet".

The teacher can see that the first child used various ways of exploring the clay and finally discovers that for him it is like earth. The second child starts off exploring in the same way, but tries out different activities. As its form changes he calls it different names and finally offers a description of the clay's characteristics, most of which he discovered while exploring it. This simple example demonstrates that while the experience offered is the same, each child lives it is own way and his own level. The teacher should interpret what each child says and does in order to be able to determine what he is thinking.

Organization of time and space

This second factor that determines whether a curricular alternative is successful, is here seen from a strategic point of view. This organization of space and time has to respond basically to theoretical principles, and therefore it does not have predetermined rules or forms. The first requirement is that this stable organization of space and time should be in harmony with the educational principles. Secondly, this organization should be based on the resources and possibilities available. The quality of this organization does not depend on having a given space or list of materials, but on the way in which the materials to hand are organized to provide the children with the best opportunities.

For what purposes should space, equipment and materials be organized?

a) To allow the child to be autonomous in the selection of material, in getting out and putting away materials and in identifying the place in which these are kept.

31

That is to say, there should be a place for everything, and everything should be kept in its own place.

There should also be an appropriate place to put each child's belongings. And there should be a place to display the children's work.

b) In order for a child to be active in interacting with the material, this needs to be: varied, different, meaningful, non-structured.

The child can then be active in exploring, transforming, changing mixing, building and working together with others.

c) To enable the child to represent, express and classify his experiences. This is done through spontaneous play, especially drama, physical expression, drawing, as welll as three-dimensional expression through modeling and construction. Verbal expression is both oral and written.

The approach to space distribution suggested in order to cover all these characteristic aspects is through corners, areas or zones.

This can be done in different ways outside, inside, by dividing one room or using several rooms.

What is the purpose of organizing time?

From the adult's point of view, in order to rationalize the daily process. Why? To ensure that the children have opportunities to have experiences:

- inside and outside

- of exercising their main body muscles and their thicker and finer senses and capacities in exploring natural objects and objects produced by human beings:

- of living beings, plants, animals and people;

- of communicating, verbalizing, representing reality, anticipating, and remembering important and meaningful facts.

From the children's point of view, so that they begin to understand time both in terms of sequences and of duration.

Part of the daily routine or the way the day is organized should allow the children to experience a growing awareness of their own actions and decisions, and their responsibility for these; they should see themselves as people who are able to take decisions, to initiate -do- and to remember, so that they begin to evaluate what they do.

Thus learning is to a great extent a consequence of their own activities and their reflection on these.

To be able to achieve this involves leaving a period each day for planning, work and remembering.

In each specific case the distribution of time is determined by the characteristics of the group, administrative conditions and personal circumstances.

Teamwork

This third point may require a somewhat more complex analysis given the different ideas that exist on Teamwork.

To be faithful to our model, we will use a concept of a team made up of the teacher of the group, the assistants or auxiliaries, the supervisor and the director.

Thus teamwork is seen as a form of continual improvement, as an opportunity for seeking advice, as a way of learning from one another; in other words, that all work together to find the best for the children.

Systematic Planning and Evaluation

Today it hardly seems necessary any more to give any justification for this point. We all know how important it is in order for teachers to be able to organize their work, to assess whether this has been successful, to prepare in advance, and to decide whether the children have learnt something, whether they have overcome some obstacle, whether they have enjoyed their discoveries, whether they have communicated with each other, how they have expressed themselves, and many other things.

Nor is it a novelty to say that planning and evaluation should be coherent with the basic principles of the approach. To review these briefly, we will look at a few basic ideas.

The approach focuses on children and their experiences, therefore the central question in the process of planning and evaluation refers to the children's experiences and to key experiences.

To evaluate internal experiences, one must prioritize observation and interviews.

In assessing long-term effects, one is more concerned with changes in the cognitive and emotional process than in specific or partial short-term achievements.

If Piaget's evolutionary psychology is taken as the guide, the behaviour observed in the children will be analyzed and interpreted in terms of this Evolutionary Theory.

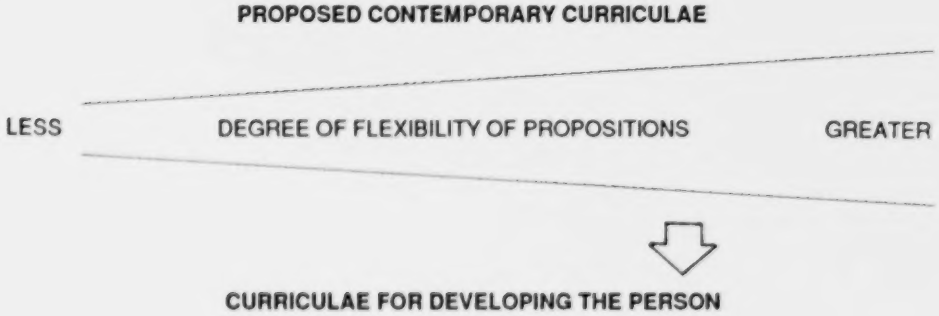
3. "Curriculum for developing the person" (1)

In the light of the comments made above, given that the personalized curriculum is based on a theoretical framework that starts from the "individual being" -even when this is in fairly broad terms and allows for partial references to be made to other alternatives, on the basis of the decisions made by each educational community -it can be placed within the group of active proposition curriculae, adding the qualification, "with a high degree of flexibility". This is because within the propositions one may argue that there is a continuum in terms of the degree of flexibility of the theoretical framework which may be more or less extensive, but always remembering that all of these approaches have a basic level of flexibility and adaptability, since this is one of the essential characteristics of contemporary curriculae.

This classification of a curriculum "for developing the person" as a type which is "contemporary, based on a set of principles with a great degree of flexibility", demands further explanation beyond that which we have given above, and makes it necessary to give a brief description of the characteristics of all personalized curriculae, in order to provide a minimum common conceptual basis which will make it easier to understand the evaluative analysis which we intend to make. Nevertheless, it is as well to note the specialized literature on this subject which is listed at the end of the article.

Basic characteristics of a personalized Curriculum

1) A curriculum "for the process of developing the person" is an approach based on a general set of principles (psychological, educational, anthropological-cultural, and, optionally, religious), of which the most important are the **philosophical** principles, because of the importance given to the philosophical and cultural concepts derived from the view of the "person as individual" which is the central theoretical argument underlying this method.



(1) Informe Evaluativo del desarrollo de curriculos personalizados en la educación Parvularia chilena". ("Evaluation Report on the development of personalized curriculae in pre-school education in Chile". Part II) Maria Victoria Peralta Espinoza.

33

2) Any curriculum based on an approach which seeks to provide an answer to the question, "What is man?" through the concept of the "person as individual", must at the same time be in tune with the real needs and characteristics of the educational community which is putting it forward. This should be achieved through creative action which involves looking for approaches and solutions that are valid for that educational situation which, because of the unique character of the individuals involved, and the uniqueness of the group of parents and children as a whole, is different from all others. This "real and creative" educational activity does not necessarily mean that all the ideas put forward have to be absolutely original and owe nothing to the ideas of others; it means that each educational community should use its creative potential and ability to make decisions to generate its own personalized curriculum, which should be different for each nursery schools, and cannot be transfered indiscriminately as a ready-made "model or package", from one institution to another. If this should happen, it would mean that the curriculum had been depersonalized and there had been a lack of participation by the main actors, since all the opportunity for growth and discussion involved in and made possible by the process of "creating a curriculum" would have been lost.

The basic procedure, therefore, should be that each educational community should start a process involving a study of the theoretical propositions and its own situation (personal, social cultural; stage of development, etc,), and on this basis initiate an activity involving discussion, investigation, decision-making and creation of each of the factors and elements which are part of any pre-school curriculum: the human and physical environment, organization of time during the day and over the year as a whole, planning and evaluation.

3) The introduction of a personalized curriculum is a process which involves all those who participate in it, which means, among others things, that it does not merely refer to the children, their families and the community, but that it represents a call to teachers to involve themselves in this life project with commitment, and demand of themselves personal and professional growth. It is this characteristic which makes the approach more than a "methodology" to be applied in work with the children and which therefore does not affect the adults involved. It is essentially a call for growth (through giving and receiving) on the part of all those who are part of an educational experience in one way or another, who make up "educational communities" in which everyone takes part in decisions on the curriculum and on their own and others' process of growth.

4) A personalized curriculum is, therefore, an ongoing process of achieving the aim of creating an "education based on the individual", whose contributions and limitations will be determined by the characteristics and degree of commitment of the educational community which develops it. Because of this it would be better to use the more appropriate term of curriculae "in the process of developing the person" -to emphasize this characteristic of being constantly in the process of being made, evaluated and improved- rather than the name, "personalized" which suggests a situation which has already been reached and supposedly resolved. The process of "becoming a person" continues throughout life, and the search for a kind of education which allows this development of the person as such has not been finally completed.

This is not to deny, however, that certain minimum levels and intermediate stages have been achieved on the basis of specific developments; we are simply trying to emphasize this human characteristic of ongoing questioning and search which all curriculae should possess.

To sum up, this approach to the curriculum aims to use the shared interest in the children to encourage, on the basis of a concept of the "person as individual" a shared activity, involving everyone and which is seen as being"... contemporary, based on propositions but with a considerable degree of flexibility in relation to these propositions... This means that it should give rise to an educational process involving a necessarily permanent, creative and real process of perfecting the person which effectively responds to and respects the needs and characteristics of the community it is supposed to serve, in such a way as to produce growth based on the dignity of these people."

4. Introduction and Evaluation of approaches to the Curriculum (1)

"A variety of curriculae are being used in nursery schools in Chile, the best-known of which are the "cognitive", "integral", "personalized" and "traditional" approaches.

During my years as a teacher I have had the opportuniy to observe the working conditions and methods of professional nursery teachers and auxiliary staff in many different pre-school education institutions; this has allowed me to obtain information about the curriculae that are being used. The same approach to the curriculum may differ greatly from one kindergarten to another, and from one nursery teacher to another. It sometimes seems that they only have one common feature: the name. I have seen nursery teachers "using the cognitive curriculum" without any physical objects in the classroom and using notebooks to introduce the concepts of size, length, height, etc.

On other occasions I have found teachers who are "working with an integral curriculum" but who during the day's "activities" only allow the children to colour in shapes or do "exercises" in their school-books, because that is what their parents want them to do.

I have also seen a teacher forming the children into a "train" to go to the bathroom at a specific time, while the child at the end of the "train" wet his pants waiting for his turn to come. When I looked round the room, I saw a poster which read, "personalized curriculum". These are, of course, just some examples, which fortunately are not representative of all the nursery schools in the country.

I would say that the traditional curriculum is the only one which is being used in a similar way in different nursery schools, which is unfortunately bad for the pre-school children since -in my opinion- they do not get an education adapted to their personal characteristics and the present situation.

I have often seen nursery schools advertising their work in terms of the type of curriculum they use, in order to make themselves attractive to parents; this is not wrong as long as the curriculum described is what is really being used and is faithful to the principles underlying the method refered to. However, in the majority of cases what one finds is a well-orchestrated internal and external publicity effort designed to impress and attract people without a background in education, but which fails to convince people who are interested in and committed to pre-school education.

Put in this way, the problem facing us now can be expressed in the following terms:

1. Curriculae are being implemented in nursery schools which do not correspond to the name given them, in the case of cognitive, personalized or integral curriculae, since only selected aspects of these are used.

2. Many of the curriculae being used in nursery schools do not provide the kind of education which a pre-school child today requires; here I am referring to curriculae with outdated features.

3. The major problem facing every nursery teacher is: which curriculum will provide a good education for our pre-school children?

If we were to ask experts for their opinion on this last question, those specializing in curriculae based on "cognitive theories" would answer by highlighting the virtues of this approach to the curriculum; specialists in "curriculae focussing on the person" would give arguments based on philosophical or psychological theories; specialists in the "integral curriculum" would reply taking an eclectic position, and those who use the traditional curriculum would reply that this provides the only possible way of meeting the demands of the system.

Having explained and defined the problem, I will now go on to look briefly at the origins of institutionalized pre-school education.

Education for this level starts from a realization that children are human beings with specific characteristics, needs and interests, and not just miniature adults. Out of this idea there developed at the end of the XIX century a number of different currents of

(1) "Progress in and boundaries of a Contemporary Curriculum". Nancy Prada Almonte

psychological and educational opinion which contributed in different ways to the development of pre-school education trhoughout the world. This is particularly true in the case of those psychological, philosophical and educational theories which could be translated into theories of learning, principles, methods and educational resources and which, to different extents and in different ways, provided the foundations for the curriculae being used today. Victoria Peralta, a nursery teacher, argues that these can be classified as either traditional curriculae or contemporary curriculae.

Here the great question arises: which of the contemporary curriculae is the best?

I consider that the best contemporary curriculum will be the one whose theoretical framework covers the majority of psycho-pedagogic principles: activity, individuality, creativity, autonomy, freedom, communication, play, collective work, openness, commitment. But ... how can we find out whether these principles have been taken into account in planning the curriculum?

To evaluate the curriculum being followed, it's a good idea to use simple instruments of measurement, in which each of the questions can be answered either "yes" or "no". The aim is to find out whether the curricular approach being used gives the pre-school child the opportunity to be active, individual, creative, communicative, commited, open, etc. -all these being essential characteristics of the individual- human being.

As an example, we set out below some instruments of measurement for registering the opportunities which the environment provides for pre-school children to develop their full potential according to their characteristics, interests and needs. Because these are very specific aspects, I've put more than one aspect in each point, but when the instrument is being used the questions should be separated into two or more questions so that the answer is precise.

Instrument implemented in pilot form by third-year students of Nursery Education (University of Magallanes) as part of the study of Organization and Development of the Curriculum in Nursery Schools.

A) Organization of the Space

1. Space inside

1.1 Classroom:

• Are furniture and materials distributed to form corners, areas or zones?

• Does the way the furniture and materials are distributed allow the children to move about without bothering others or being bothered by them?

• Are there boards or panels on the walls so that the children can put up their work?

• Is there a noticeboard showing responsibilities?

• Does the way that the classroom is decorated create opportunities for communication?

Observations:

1.2. The bathroom:

• Is the bathroom attached to the classroom to allow the children to use it when they need to, without, waiting for a set time?

• Are the facilities -sink and WC- appropriate to the children's height and size?

• Can the children reach the pegs for their towels, shelves where their glasses and toothbrushes are kept, and their combs?

• Are the mirrors at the right height for the children?

Observations:

2. Space outdoors.

• Is the playground big enough for the children to run around without bumping into things?

• Can they play group games in the playground?

• Does the playground have:

• Play equipment which allows them to climb, jump, roll and crawl?

• A vegetable plot for gardening?

• Cages and playpens?

• A sandpit?

• Trees to give shade from the sun?

Observations:

B) *Role of the Teacher*

1. Does the teacher let the children:

• Explore materials freely

• Move around in the classroom without giving them orders.

• Choose the materials they want to use.

• Choose the activity they wanto to do.

• Express what they think, want, feel.

• Plan their work freely.

• Participate in activities which contribute to the general well-being (cleaning, etc)

• Help other children who are still not able to do everyday activities by themselves

• Learn from their own mistakes, intervening only when this is necessary.

• Learn from the different and appropriate learning situations created and guided by the teacher.

• Express their individuality in creative activities.

• Participate actively in decorating the classroom.

• Talk to the teacher, the children and others.
• Co-operate in any situation they want to.

• Propose subjects.

• Choose who they want to play with.

• Take decisions.

• Turn to the teacher for help when they need to.

• Wash themselves or go to the bathroom when they need to.

Observations:

c) *Selection of Activities*

The different activities give the children the opportunity to:

• Express themselves.

• Create by combining techniques and materials.
• Experiment with different textures, consistencies and weights.

• Handle objects of different shapes, sizes and colours.

• Exercise their main body muscles: pushing, pulling, etc.

• Say what they feel and think.

• Pay attention to other people's opinions.

• Satisfy their immediate needs and interests.

Observations:

D) *Planning*

1. The stage of planning is carried out referring to:

a) The general objectives of nursery education.

b) The specific objectives of the level of education concerned.

c) The needs indentified through an analysis of the information obtained from the preschool children, their parents and the community.

2. Medium- and short- term planning take into account:

a) Objectives appropriate to the group of children.

b) Activities which exercise the areas of learning set out in the objectives.

c) A range of educational resources appropriate to the objectives.

d) Evaluation techniques and instruments which allow information to be otained on all the elements of the curriculum involved in the process.

Bibliography

1. ***Integral curriculum***

• Doll, Ronald. *"El mejoramiento del Curriculum, toma de decisiones y proceso".* Bs. Aires, El Ateneo, 1974.

• Fermoso, Paciano. *"Teoria de la Educación".* Mexico, Trillas, 1981.

• Garcia Hoz, Victor. *Cuestiones de Filosofia de la Educación.* Madrid, Rialp, 1962.

- - - - - *"Educación Personalizada".* Valladolid, Mignon, 1977.

• Lopez, Sara. *La humanización como tarea.* Santiago, Ed. Paulinas, 1979.

• Maier, Henry. *Tres teorias de desarrollo del niño:* Erikson, Piaget y Sears. Bs. Aires, Amorrortu Editores, 1976.

• Mounier, Emmanuel. *El personalismo.* Bs. Aires, Eudeba, 1978.

• Piaget, Jean. *Seis estudios de psicologia.* Barcelona, Ed. Barral, 1973.

- - - - - *La formación del simbolo en el niño.* Mexico, Fondo de Cultura Económica, 1961.

• Poveda, A. *El riesgo de la educación no directiva.* Santiago, Chile, Ed. Paulinas, 1979.

• Manganiello, Ethel. *Introducción a las Ciencias de la Educación.* Bs. Aires, Libreria del Colegio, 1985.

• UNESCO. *Finalidades de la educación.* Suiza, Courvoisier S.A. 1981.

2. Cognitive Curriculum

Recommended Chilean Literature:

• Revista Educación Preescolar Nº4. Special number on the cognitive curriculum prepared by the Foundation for Nursery schools, Santiago, 1976.

• Lavanchy, Sylvia; *"Experiencia y conocimiento. Antiguas inquietudes vigentes en la educación parvularia contemporanea".* Enfoques Educacionales magazine, Nº2, of the Faculty of Education, Universidad de Chile, Santiago, 1978.

• Lavanchy, Sylvia; Utreras, Soledad. *"Experiencia educativa para un curriculum basado en la teoria piagetiana"* Chapter: Modalidades de trabajo en educación parvularia. Ediciones Nueva Universidad. Teleduc Collection, Santiago, 1979.

• Lavanchy, Sylvia; Silva, Margarita and Emy Susuky. El niño actor de su propia educación. Agreement: Escuela Nacional Itinerante, Ministerio de Educación, Pontificia Universidad Católica de Chile and Chilean Air Force. Santiago, 1983

3. Personalized Curriculum:

• Garcia Hoz, V. *Educación personalizada.* Valladolid, Miñon, 1975.

• Gonzalez, Veronica et al. *"Estudio de caso del desarrollo de un curriculo personalizado en un jardin infantil comunitario".* Degree seminar. Universidad Católica, Santiago, 1984.

• Maureira, Nancy et al. *Desarrollo de un curriculo personalizado en educación parvularia: un desafio, una experiencia.* Santiago, 1979.

• Mounier, E. *Obras Completas.*

• Peralta, Victoria. *Fundamentos y sugerencias para el desarrolo de curriculos personalizados en educación parvularia.* Santiago, Ediciones Parvus, 1981.

• Peralta, Victoria. *Educación personalizada en el Jardin Infantil.* Santiago de Chile, Editorial Juvenil, 1985.

THE LACK OF AN ANTHROPO-CULTURAL FOUNDATION IN THE CURRICULAE BEING DEVELOPED IN NURSERY SCHOOLS IN LATIN AMERICA (1)

Starting with a general outline intended to demonstrate and explain the lack of any relationship between pre-school curriculae in Latin America and their cultural environment, a number of principles and criteria will be established with the aim of facilitating the "bringing together" of these two aspects.

Then a number of measures will be proposed which teachers could use to introduce anthropo-cultural criteria into their curriculae, as long as these are based on an acceptation and appreciation of the communities' cultural heritage, which is definitely one of the basic aspects of the problem discussed here.

Some General Background on the Origins of Nursery Schools, as Educational Institutions, in Latin America

Nursery schools as formal educational institutions are a phenomenon first seen in Germany in 1840, where they were used to meet a series of needs in European culture. Historically, it is precisely the foreign colonialist who made the first experiments in the education of pre-school children in Latin America (2). And this, in fact, happened in places -such as the major cities of the continent- with some of the characteristics which gave rise to these establishments in Europe: large concentrations of children, an increase in the number of mothers going to work outside the home, and a certain level of awareness of the need to "make the most" of children's time and potential, especially in terms of preparing them for primary education. Thus a form of education began to be developed in Latin America which was different from the education developed by families from the many different cultural groups in America, which could be characterized as the child "accompanying" his/her mother or family in the varied domestic or productive activities which these people had to carry out to ensure their day-to-day subsistence. (3)

In this sense, nursery schools took root in Latin America through a process of "transculturation", making a contribution which -if it is analyzed today in terms of the role it has played- could certainly be said to have been important, especially if one considers that as well as providing education, these have made it possible to respond to situations in which there is urgent need for basic needs to be met which the families, because of their marginal situation, cannot deal with themselves, and they have also made it possible for mothers to go out to work.

Now that nursery schools have been in existence for over a century in Latin America, it is crucial to analyze their defects as well as their contributions, especially in terms of the curriculae on which their activities are based, since this is what guarantees their work as educational institutions, and this is therefore a way of improving their work. In this sense, while there are various aspects of all curriculums which

(1) M. Victoria Peralta E.

(2) When one looks at the historical data on the creation of the first nursery shools in Latin America, one finds a common base not only in the fact that they were froebelian, but also that they were often directed or created by representatives of foreign colonies, who reproduced their own educational styles in America. For example, Uruguay (1886), Brazil (1896), Peru (1902), and Argentina (1870), among others, recognize that their first nursery schools were clearly froebelian, and their first "teachers" or "nursery teachers" were often people from abroad. In Chile, the first nursery schools were set up in the German colony in 1864, and this initiative was taken up by colleges belonging to the north american colony towards the end of the last century, until finally the first state nursery school was created in 1906, and was run by an Austrian lady. Mrs. Leopoldina Maluscka; in all the nursery schools a froebelian curriculum was used.

(3) It is interesting to look here at the quotation referred to by Calvo, de San Martin in the article. "Del Mundo de las madres al de las tías: ¿viaje sin retorno?". Here a parallel is drawn between a Mapuche baby and a Chilean baby. This points out how beneficial the Mapuche child's surroundings are, since he is in a single room where the whole family can be observed; the baby is in a vertical position, because of the characteristics of the cradle that this culture has developed; this contrasts with the position of our children, who lie on their backs in a room where they are alone, and if they are lucky they will have a mobile to look at -this may be a visually interesting object-, but it does not stimulate emotional development, as does the Mapuche environment.

could be improved, one seems to need to serious and deep examination and be resolved as a priority: this is the incorporation of anthropo-cultural principles into the theory and practice of nursery schools, since if these are not taken into consideration -as has been the case up till now- they may continue to cause irreperable "damages" which undermines the nursery schools' basic purpose of providing effective care for the communities they seek to serve.

To explain the problem in general terms, it may be argued that pre-school curriculae in Latin America have basically taken principles of a pedagogical and psychological nature as the theoretical basis for their work, disregarding principles of an anthropo-cultural nature. If we ask what the possible causes of this might be, two migth be mentioned just to start with:

- On the one hand, there is the historical fact that nursery schools were first created in other cultures and therefore never saw the need to maintain links and, still more importantly, to use these to preserve ways of life and cultural roots as varied as ours.

- On the other hand, one notes a lack of identification with and appreciation of our own culture, both in society in general and on the part of the teachers in particular; this is expressed in a continuing and indiscriminate incorporation of all sorts of educational "models" developed abroad, without beforehand making any analysis of their cultural implications, that is to say, of whether they are in tune with our american people's, and specially, children's way of life. This is the issue that concerns us, and in relation to which we wish to suggest the following points for analysis:

Some Data Supporting the Argument that there is Little Relationship between Pre-School Curriculae and Anthropo-Cultural Principles

1. Lack of discussion of this issue in existing literature. If one looks at the specialized literature on this field to find out to what extent the questions surrounding an anthropo-cultural approach and the curriculae being developed in nursery school have been examined, one finds that this is a subject on which very little work has been done, or wich has only begun to be analyzed recently. In fact, in the Latin America bibliography on nursery education -in which one finds a preponderance of Argentinian and Mexican publications because of the capacity of publishing houses in those countries- this subject is not discussed, or is only looked at in very general terms, focussing on a few fairly isolated and formal aspects of the curriculum-culture relationship (certain national symbols, some songs and dances, etc) but without going into the more substantial issues. It is, in fact, remarkable that the publications which might be said to "refer to a Latin American pre-school curriculum", do not take as their starting point the key issue of the cultural variety found in our countries as opposed to Anglo-Saxon cultures, and still less do they look at the variations found within each country.

In the limited Chilean literature, the works refering to this subject are fairly recent. Some information can also be found on it in Colombian publications. (1)

2. The virtually complete lack of research or fieldwork aimed at introducing, by means of a planned and coherent process, more appropriate anthropo-cultural principles into nursery school curriculae. In meetings, seminars and reports on experiences in the field, one rarely finds studies on this subject, and those that exist are of an exploratory nature, tending to describe certain experiments but without any previous selection and justification of the decisions taken, especially with respect to the more deep-rooted aspects of a problem of this kind (2).

---

(1) Chile's existing official education programmes only make very general reference to the physical surroundings, and give no guide to this aspect. This particular issue has been dealt with in different works by PARVUS, and in the bibliography given by the author there are a number of references.

(2) In relation to field work in Chile, some initial experiments have been made, but these represent isolated initiatives taken by nursery teachers themselves, who in some way see this relationship as being important (La Florida. VIII Region, in Paine in Ministry of Education nursery shools in Valdivia and in some private nursery schools, introducing some elements which are typical of the way of life in the south, such as a wood-burning stove in the classroom). In other countries, we know of a "Montessori" nursery shool with aztec children, which is an initiative being carried out in conjunction with anthropologists by a nursery school teacher called Carolina Gomez del Valle. In Colombia, the Van Leer Foundation has supported some projects of this kind but clearly there are very few experiments with curriculae which refer explicitly and intentionally to the incorporation of an anthropological basis as a crucial factor in the curriculae.

3. A review of official Education Programmes -when these exist- and the curricular approaches used, show that these are based on "characterizations" of nursery school children which, despite having supposedly been standardized in terms of "our media", are based on patterns, forms of behaviour, types of "logic" and relationships which are not always those of our nations and children. This is because the characterizations are based on studies made of European or North American children of a certain social class, which obviously cannot be the same as those of a "cuna" "guarani" "aymara" or "mapuche" child, or a child from easter island. On this point it is worth considering the arguments put forward by many researchers, that, while it is true that all human beings have certain common needs and characteristics, the way in which these are satisfied, and therefore the way that people develop, is always based on a culture which determines emphases and priorities, as well as its own processes for transmitting that culture. Let us take, as an example, the way that time is structured, since this is a universal constant in human development. Here, while it is true that every individual, no matter what their culture, needs to organize their world in terms of a time which is external to them, the importance given to past, present and future, as well as the indicators used for this and their order and sequence, necessarily vary from one culture to another. This leads us to ask what happens when nursery schools attended by children from, for example, an aymara culture, use a curriculum based on a series of very "logically-organized" series of periods which imply a "rhythm" of life that is the product of a western urban culture, and which is clearly very different from the children's apparently calmer way of life which permits the development of a rich and symbolic inner world (1). In terms of the value placed on time, we cannot speak with absolute certainty, since no studies have been made of the subject, but on the basis of other research, such as that carried out by Kluckhohn and Strodbeck (1961) (2), we may feel that the future is not as important a dimension as it is in North American culture, which is the source of a number of the models being followed in our nursery schools.

Another point that we would like to emphasize is the way that all curricular models base even their apparently most "innocent" activities on a series of values taken from the culture which gave rise to them; this is the case of activities intended to encourage children to take decisions and make choices, whether this be between materials, activities or areas of work. This emphasis on the need for the child to make choices is typical of "heterogeneous" cultures which, as M. Mead has pointed out, are supposedly full of alternatives which one has to prepare oneself to deal with. This raises the question as to whether this is so necessary in a curriculum for children from more "homogeneous" cultures, like many of these in Latin America. In considering this question it is important to take into account a piece of information provided by Calvo (1985), which is that aymara culture has a trivalent logic, in which what is true and what is false coexist with an area of uncertainty this means that uncertainty is accepted as a legitimate and correct category .(3)

(1) This appears as a constant feature in a number of works on Aymara culture, such as that of Dr. Van Kessel on "Medicina Andina", where the author states, "For the Andean man, events can be explained, but not in terms of scientific logic or the efficient causality used by the rational European mind. Events, for the Andean man, can rather be explained from his contemplative position..." (1985:13).

(2) Kluckhohn and Strodbeck carried out a study to establish the differences which exist in different cultures with respect to their view of time; the information obtained was summarized in the following table:

	+ Value	-Value	Least valuable
TEXAN	Future	= Present	Past
MORMON	Future	= Present	Past
HISPANIC NORTH AM	Present	Future	Past
NAVAJO	Present	Past	= Future
ZUNI	Present	= Past	Future

This table gives a clear picture of how cultures like those of the Navajo or Zuñi are more concerned with the present and the past than with the future; this is in contrast with the Texans and Mormons who value the future and present more highly than the past. The Hispanic North-americans, who might perhaps be in a intermediate position between these groups, take a synthesis position, although the inclination may be slightly more towards the value scale of the "dominant culture".

(3) Carlos Calvo. "Curriculum Oculto y Educación Informal". Taller Semi-estructurado de El Quisco. Asociación Chilena de Curriculum Educacional. September 1985. p. 7.

One final comment we would like to add in relation to this point refers to the results of an investigation by Cornejo (1984) en Chile, which summarizes the main studies made in the country on the development of Chilean children and adolescents. Here one finds that the cultural variable has never been considered and that therefore we cannot really know in much detail how children think, feel and live, either in the sub-cultures of fishing, rural or urban communities, or in the cultures of specific ethnic groups such as those from easter island or the atacama desert, or the aymara, mapuche or other groups. (1)

4. The curriculae used for training nursery school teachers and their attitudes in general demonstrate the lack of an anthropocultural basis which would make them get to know and appreciate their own culture and the value of certain educational practices which the communities have used for centuries. This point refers to two basic aspects: one related to the curriculum, and the other to an "educational ethnocentrism". With respect to the first point, there is a virtually universal absence of teaching of the basic principles of anthropology in Nursery Teachers' training which would give them a general background on the points refered to above and, more particularly, would give them some understanding of the different sub-cultures which are found in every country (2). This would seem to be an essential measure, since very few teachers come from these different communities, in general being from outside them. The second aspect is related to the idea of an "ethnic education" proposed by Calvo (1983) who defines this as "the education which each nation has created for itself" (3). This is a clear call for an appreciation of the so-called, "informal or reflex education" which, in the case of pre-school children has been and continues to be the basic form of training.

Implicit in this last point is a call to investigate the ways in which mothers and the family in general have not only transmitted their culture to the children, but have also helped them to develop important skills and abilities which formal systems, which tend to use artificial methods, have often not achieved so successfully. It is therefore seen as fundamental to study these procedures, which include gatherings of different kinds, games, celebrations, "periods of idleness", story-telling and others which have yet to be identified.

5. The planning, introduction and evaluation of curriculae for nursery schools in general involves no consideration of the cultural heritage of the community in which the nursery schools is based; this has certain implications which we will detail below:

a) One finds that in general when objectives, activities and human resources - both material and notional- are chosen and when evaluations are made, the children's cultural reality is not seen as the key starting point, but rather there is a tendency to indiscriminately copy cetain supposedly "universal" or "national" patterns.

When one examines the curriculae being used more analytically, one finds that in the objectives and activities chosen, for example, certain elements are the same throughout the country. This means that the children's knowledge is measured in the same way throughout the country, when situations typical of each culture or region should have been incorporated.

In the same way, there is a clear lack of participation by members of the different communities as human resources, either in providing information about the particular culture's most important values, or through active participation as an agent of the currriculum, alongside the teacher and the children.

Furthermore, if one looks at the different material and other resources used, one often finds that the images, stories, songs, poems, games ant toys that are typical of the community and are therefore easily accessible, have not been incorporated, and that only external resources

(1) Cornejo et al. DIUC Project, Universidad Católica de Chile. 1984.

(2) In the National Curriculum Congress organized by the Asociación Chilena de Curriculum Educacional in October 1984, almost all the institutions for training nursery teachers presented their plans and programmes, thus bringing to light the characteristic referred to.

(3) Carlos Calvo. "Etnoeducación y formación de maestros". Morelia. 1983.

have been used, either those belonging to other sub-cultures, or -in the majority of cases- to the "dominant" culture, or even resources from other countries. (1)

b) If one examines many of the educational practices found in formal education, it can be seen that these are sometimes extremely artificial and have no bearing on the children's real needs in their natural and cultural environment. Thus the curriculae leave out important aspects of each culture, such as the members' ways of relating to one another and communicating, or ways of moving from one place to another, or eating habits, ways of situating themselves in time or space, etc.

In order to give a few examples of how far we, as teachers, are from being sensitive to the forms of life which are most typical of the different cultural groups, we will mention some of the characteristics of Chilean pre-school children that we have observed, referring to these in the form of question:

• In nursery schools in the North, do the activities included in the curriculum include being out in the sun, to eanble the children to develop a certain level of resistance, which is essential in this environment? Does the food provided daily include the different varieties of fish that are found in the area, and which represent the most accessible source of protein?

• Do nursery schools in the countryside encourage children to get to know the different kinds of wild vegetables which are vital in these areas both as sources of food and in herbal remedies and mixtures used to preserve health?

• Do nursery schools in urban areas encourage children to learn how to move about in the street and how to use different forms of transport?

• On Easter Island do the nursery schools' activities include riding horses or walking barefoot on volcanic rock or going out in the dark, which are things that the parents encourage their children to do? (2)

• In Chiloe do the nursery schools include activities related to local people's great sense of solidarity reflected both in their work and their leisure activities? Do the children go out in the rain in specially-programmed situations?

• In Magallanes are opportunities for physical and motor development, such as walking on ice or walking into a strong wind, permitted?

These and other similar questions, together with our own observation, make us question whether the curriculum is really providing effective and programmed activities of this kind. In fact, such activities seem "strange" to teachers, even those who come from the area. The tend, rather, to use a somewhat stereotyped curriculum, which has generally been developed in an urban environment which is copied indiscriminately in models, images and in the teacher's own approach. In this sense the curriculae do not appear to be "rooted" in their own natural and cultural environment and therefore lose a good deal of their usefulness.

In summary, because of all the facts we have mentioned, we feel that up to now curriculae for pre-school education have not been particularly concerned to establish a relationship with the immediate cultural surroundings, when this should be the most important influence for a number of reasons of different kinds, which we will refer to below and which tend to be external cultural factors. This makes it necessary to give a brief summary of the principles which we feel

(1) The use of north american or spanish posters or picture books is very common. These, as one might imagine, show the typical people, the typical buildings, clothes, etc from these countries, which in most cases are very different from what the majority of Latin America children see in their everyday lives.

(2) We had the opportunity to witness, in the family of Mr. Juan Chavez, the informal method of teaching which the grandparents, used with their grandson, Tongariki, who was taken, for example, for long walks in the dark through the different "Anas" or caves with which Easter Island is honeycombed, and which are part of the island's history and security: we saw the child's total lack of fear of the dark. This attitude is diametrically opposed to what happens in our urban cultures, where fear of the dark and the "bogeyman" are taught from an early age, and security is associated with light.

it is important to bear in mind in order to establish this relationship between the immediate culture and the educational curriculum, which nursery schools should never have lost.

Principles with respect to the importance of a relationship between the immediate culture and the pre-school curriculum.

Before setting out the principles as such, we feel that it is necessary to explain that when we talk about the need to incorporate all relevant aspects of the sub-culture to which the child and the community involved in a nursery school belong, we are not arguing for the exclusion of all other cultural contributions. Indeed, all curriculae are obliged to some extent to include the most valuable aspects of universal, western and national culture. However, we feel that the failure to introduce at the same time the most important values from the immediate culture has a series of negative implications which need to be borne in mind:

a) In Children's terms

• The children's learning is carried out basically through active experiences, in a real, definite and consequently close environment. If we ask ourselves which is the surrounding that can give them these situations, we will determine doubtless, that their cultural and natural environment is and must be the great "laboratory" of their learning's experiences besides of being the most significant and affectionate for them.

• According to A. Maslow between the human basic needs is found that of "belonging to", understood like "being" part of a group in which deep ties are shared. This need has different applications, since this "belong to" may be tested in relation to the family, a "peer" group, or a collective with which a genuine way of being is shared. In such a way, the necessity of "cultural identity" would be one of the extents that this "belong to" would have, and that in the pre-school child, due to his development and training stage, appears as fundamental.

• Considering the affective capacity we would say that the individuals that are more loved by the child belong to a determined sub-culture, therefore every disrespectful breaking of those links, creates a "destructive" situation of rupture that affects him basically. (1)

b) In relation to the sub-culture in itself

In view of keeping the cultural values that each community has created, which have allowed them to live in harmony with their natural environment through generations, situation that has not been still solved by us -and considering that every cultural element is an answer to real needs that gave origin to them and that they are not always known and evidenced by the rest- it is neccesary to take care of the cultural continuity of every human group. A great deal of cultures have been extinguished in our America, therefore a human patrimony belonging to all of us has gone disappearing. Due to the respect to individuals and their creations that exists in our culture, is that appears as important to see the child as what he is effectively: a continuer and dynamic agent of that culture, this will happen if he recognizes and values his owner way of being.

c) In relation to the educational curriculum in nursery schools

• If it is intended that nursery education is seen like a "bridge" between the family life and the more structured and systematic formal educational system, we can conclude that pre-school curriculum can not lose the vivid, real and significant character. For this, the incorporation of many of the educational forms of the family and the community can be a great source of enrichment, at the same time the intention of cultural continuity and the relationship with the real life of those individuals are favoured.

(1) We have already said, that in relation to the child himself is a breaking to impose him in an isolated manner, a different way of living to that of his environment, since to compare it with that of his family, rejection or laughing situations are produced by the use of other language or other everyday practices and customs of his parents or grandparents.

• The incorporation of the most distinctive cultural values in the early curricula and therefore a major participation of the communities that have created or modernized them, would be a better utilization of different resources. But, nervertheless, the value of the autochthonous, has important consequences in the security and collective self-esteem, that we, as latinoamericans do not have because of our lack of presence and permanent cultural dependency.

Summarizing, we think it is necessary that null, hidden and sometimes implicit curricula which represent most of the time our owner cultural patrimonies, be explicited or declared in nursery school practices and in the school in general, this will benefit not only to the child, but also the teachers and the community through the message of dignity that this brings in itself. This proposal does not mean to favour closed attitudes and overvalue that is of our own, since it is clear as well as the Man, there is not any culture being perfect and therefore, it must be enriched with the contributions of other ones. The growing of people can not be pretended undervalueing what they are. A cultural identity must be seen as important and starting from this, to understand that there are different ways of living which are valid for another groups and from which it is possible to learn.
The above analized needs to put into action some procedures oriented to favor this meeting own culture-pre-school curriculum, that it will expose as follows:

Suggestions of some actions Intended to operate the relation own culture - preschool curiculum

It is seen as a basic and urgent task that our psychologist and anthropologist contribute in a decisive way with researches and characterizations, about the ways of "being" that are more authentic of our people: that is to say how our children think, feel and act in the different sub-cultures, this means to detect what is common and what is distinct. All of this is previous to the tasks that teachers can carry out. Together with that, we could think.

a) Each teacher should be engaged in a process of reflection and personal questioning in order to identify his/her own attitudes and position towards the culture of the community in which s/he is working, in order to find out whether there is any kind of prejudice and so make some effort to deal with this limitation. This implies making a diagnosis of one's own degree of knowledge, understanding and approval of that culture.

b) Obtain information on the basic characteritics of the culture through:

• Review of existing literature and studies.

• Meetings with important members of the community who are representative of its culture.

• Interviews with the people closest to the children, to find out about their educational practices.

• Observation in the field of ways of life, customs, games, etc.

c) Carry out a process to integrate and select information, ideally with the participation of some member of the community. This also means making a study of the real possibilities of introducing these cultural elements, on the grounds that this is important and useful for the children.

d) With respect to the children, make a diagnosis covering, among other things, some forms of behaviour associated with skills which are necessary in and typical of the environment in which the children are developing.

e) Carry out a planning exercise which takes into account, among other things:

• The need to include objectives aimed at facilitating the children's relationship with all aspects of their culture.

• The need to involve members of the community in the different situations involved in putting the curriculum into practice.

• The separation of activitites into the different areas covered by the culture, in relation to the objectives established initially and others which appear later on: verbal, musical, motor, culinary, recreational, etc.

• The incorporation of phisical resources from this culture and from the natural environment, which should be integrated into activities: traditional toys, instruments, utensils, crafts, etc. And at the same time, use of coloured earth, stones, shells, sticks, leaves, bark, natural dyes, etc. that is to say, everything available in the natural environment, which is what each community uses and transforms in order to satisfy its different needs.

• The incorporation of intangible resources of all kinds: recreational, musical and verbal, which can be integrated through stories, games, rhymes, legends, songs, dances, celebrations, etc.

• Structure a daily pattern of activities whose different periods take into account, among other aspects, the children's pace of work, the community's view of time, and activities typical of their own everyday lives.(1)

g) Organize the physical surroundings using the furniture and equipment allowed by the natural and cultural resources, in so far as these respond to the children's characteristics. This implies among other things, using local crafts, the colours used by the community, their "images", weavings, baskets, carpets, chests, etc.

h) Carry out an evaluation aimed at detecting:

• the children's level of achievement in terms of the objectives established for their culture.

• the degree to which the relationship between culture-curriculum has been encouraged, and

• the contribution of the different cultural factors to the children, the community, and to the curriculum itself.

(1) One might try introducing a "storytime", this being very common in different Latin American ethnic groups, where the older generations transmit their traditions to the new generation in this way. Mrs. ursula Calderon, a descendent of Yamanas in Ukika, Beagle Channel, told us that at night she talked to her grandchildren in her native language and told them stories of the times when people sailed in the southern channels in canoes, fishing and collecting shellfish.

In short, these propositions which are put forward as a first approximation, are in some sense intended to give rise to an ongoing and active concern to revitalize formal curriculae through the intentional incorporation of the community's most deeply-held cultural values -including educational values- which are ultimately part of the cultural heritage which we, as nations with strong traditions, have in Latin America and which it is vital that we save, preserve, enrich and value, out of respect for our own way of life.

BIBLIOGRAPHY

- Bock, Philip. *"Introducción a la Moderna Antropología Cultural"*, México, Fondo de cultura Económica, 1985.

- Calvo, Carlos. *Etnoeducación y Formación de Maestros.* Morelia 1983.

- - - - - *De la Educación Indígena a la Etnoeducación.* Santiago, Primer Seminario de Educación en comunidades indígenas, mayo 1985.

- - - - - *Curriculum Oculto y Educación Informal.* El Quisco, Asociación Chilena de Currículo Educacional. September 1985.

- CENECA, *Cultura y recolección Folklórica.* Santiago, 1983.

- Mead, Margaret. Educación y Cultura. Bs. Aires, Paidos, 1972.

- PARVUS. *Boletín. Nº 1 to 11.* Santiago, 1981 to 1986.

- Peralta, Victoria. *Educación Personalizada en el Jardín Infantil.* Santiago, Ed. Juvenil, 1985. Chapter on anthropological and cultural principles.

- Peralta, V., Hernández, E., Miranda, J., and Schmidt, G. *"Fundamentos y Criterios Generales para favorecer la relación de los currículos educacionales que se desarrollan en el Jardín Infantil, con su entorno cultural diferenciador".* La Serena, Primer Encuentro Nacional de Especialistas de Currículo en Educación Parvularia. Published in Boletín Informativo Nº 7. Asociación Chilena de Currículo Educacional. 1985.

- Ransome-Kuti. *El niño y lo que necesita.* International Journal of Early Childhood. OMEP. 1985, 17,1.

- Van Kessel, J. *Los Aymaras Contemporáneos en Chile.* Iquique, Ciren, 1985.

- - - - *Medicina Andina.* Iquique, Ciren, 1985.

- Vignaux, George. *La Escuela como lugar de cambio.* El Correo de la UNESCO, September 1985.

"FROM THE MOTHERS 'TO THE TEACHERS' WORLD: A ONE-WAY TRIP?" (1)

It is becoming increasingly common for some children to live in different worlds: home and the nursery school; the world of their mothers and the world of the nursery teacher, or "tía" (2). Each is organized and ruled by its own cultural norms. Mechanisms of communication may be established between them, or they may be completely cut off from one another. In either case, the pre-school child is constantly shuttled from one to the other. He is a traveller, always coming or going, confronted by different educational processes, different methodologies and objectives, different paces of learning, with their own different meanings, identities and breaking points. The world of the family and the world of the "tías".

The mother's world is the world of the family, which provides the child with the basis and mechanisms for developing his idendity. This is the child's home and here he is taught his position and role in local and national society; it is also a place where he can take refuge, where he meets others and with which he identifies; it is a place for family teaching, in which the whole family participates, especially his mother or elder sisters (3). There is a constant process of socialisation in terms of family models, which are not always clearly set out. It is the time and place when domestic and everyday language is learnt, where he learns the principles of good and evil, right and wrong, and where he learns about the relativity and contradictions of everyday life and about benefits and obligations.

For its part, the world of the "tías" - which is a foretaste of school- is a world that is foreing to him, it is a cultural creation which is ruled by norms of relationships that replace his home and mother; it is where he meets "social mothers" (4) who create within the nursery school an intentionally educational world, in which this activity is explicit and logical, and which has a different pace of life (educational games, food, nap, bathroom, etc). This is a place for progammed, though flexible, learning, with set educational agents and where there is no substitution of roles.

Home and the nursery school -or could one say, school? (5)- are places and occasions for distinct, or perhaps contradictory, educational practices, whose objectives, aims and procedures are directed to produce opposing behaviour, each of which is based on specific models, approaches and resources. The child is in each a while and then moves on, adapting himself first to one and then to the other; getting used, not just to the change from

---

(1) Carlos Calvo Muñoz: Educational Anthropologist. Professor at the Temuco branch of the Universidad Catolica de Chile.

(2) In Chile, nursery school teachers are referred to as "tías" (aunties). This is a curious name, which invites research to reveal the cultural mechanisms giving rise to its use.

(3) It is very common for the mother to be substituted by her eldest daughter, even when the latter is still a child, in caring for and bringing up small children. There is abundant literature on this subject. Burgos'book (1984) is recommended for its realism and extensive cultural material; Magendzo, in a study made in Guatemala (1985: 43) points out: "it is common to find that from an early age children not only play the role of the person being socialised, but also that of socializers; one can see that their job is not simply to protect (their brothers and sisters), or prevent them from getting hurt, but they also take advantage of opportunities to teach them things that they themselves know or can do".

(4) "Social mothers" who act as substitutes for the biological mothers either temporarily or definitively, in a culture wich does not yet recognize this social role but which needs and uses it, as in the case of legal or "de facto" adoptions.

(5) It is worth asking which model the nursery schools resemble most closely, whether it is the home or the school, or whether they are different from both. Whatever one decides, one needs to examine the consequences of this decision carefully.

home to the nursery school and vice versa, but also to the very idea of change.He learns to "read" his circumstances in different ways and to adapt his behaviour to the conditions found in each situation. This is a complex process, although this fact is not always recognized by the "tías", and auxiliary and administrative staff at the nursery school nor by the child's parents and relatives.

What are the characteristics of these worlds in which the pre-school child lives and what are the characteristics of the world he creates when he brings the two together? How does he perceive and asses them? In both cases it is difficult to find an answer. However, one must look for answers. One way is to look at the processes of acculturation between the mapuche and chilean culture, for example, where there is a confrontation not just between home and the nursery school, but also between cultures. The mapuche have a history, values, culture and language of their own which have not been integrated into national society, either in nursery schools or in schools. On the contrary, there is a conflict between the world of home and that of nursery school, and between the ethnic and foreign cultures. This is a confrontation between what is one's own and what comes from outside. There are different educational styles: (1) native mapuche education (2) and chilean education. The following example demonstrates the comments made above:

"The mapuche child's idea of a home is a hut-kitchen, a one-roomed dwelling in which he will spend a great deal of his childhood.

The first thing we note on entering one of these hut-kitchen is a child in his "cupulhue" (sling) (in the case of an infant) in which he spends the whole day in an upright position: he sleeps in the "cupulhue" and from it he can watch his social environment with its many familiar figures. The "cupulhue's" upright position gives the child a broad open view of the world. This allows him to see his family world from a raised position which puts him on the same level and enables him to observe his surroundings with very little effort. From this priviledged position he can see a world which is organized in the following way: parents sitting down, brothers and sisters playing..., and his developing self sees everything at his own level. The child does not look upwards, he doesn't need to, so the roof does not weigh down on him -besides, from his position he doesn't see it. The child looks straight ahead, always watching one member of the family or the whole group; his presence is felt by the group, just as he feels the group's presence, thus his "ego" is social. As a result, we could say that the mapuche child's perception is horizontal, and here we have the first signs of an horizontal type of education, since it is no coincidence that the child is put in that position, rather this practice is laid down by tradition and by culturally determined rituals. This begins to suggest ideas to us which will be developed below.

The child in urban societies on the other hand finds himself in a space (bedroom) where the universe disappears. From time to time he will be visited by some

---

(1) San Martin (1976:71) differentiates between and characterizes two kinds of education, which helps to provide an understanding of the conflict between the mapuche an chilean worlds. "We will refer to as horizontal education a type of education with the following characteristics:
a) It is found in traditional societies like mapuche society, and has features which characterise it as such.
b) Relationships between parents and children are neutral, as a result of the way the family group is constituted, and the needs they face together.
c) Peer groups constitute a truly educational institution.
d) Knowledge is obtained through observation, without the direct participation of the educator.
e) Children assume economic responsibilities recognised by the adults from an early age.
f) The language used by adults is the same as that of the children.

(Continues note 1)

We will call vertical, an education with the following characteristics:
a) Found in an urban society
b) Individualism is an important value.
c) Relationships between adults and children are limited to the family and needs are met, not by the group, but by one of its members, in this case, the father.
d) The peer group is not an educational institution.
e) Children lead a parasitical existence and don't assume any responsibilities of an economic nature.
f) Knowledge is learnt, for example, at the instigation of the educator.
g) The adult does not feel it necessary to speak to the child in the normal language; on the contrary, s/he parodies the way the child speaks (baby- talk).

(2) Useful background reading is Hilger's work (1957).

close person who will entertain him for a few minutes. His horizontal position in the bed provides him with no visual advantages; here his point of reference in the home is a figure hanging over his cot, and the roof. For us, this represents the unattainable and it puts pressure on the child through its height and particularly its vertical nature, and this leads us to believe that the roof and its substitute hanging objects play an important role in developing the child's personality. We believe that the horizontal position that the child is kept in and his vertical perception of his surroundings are the first signs of a vertical education, since the child was placed in this position following a culturally-determined tradition and ritual, and this prepares him to receive the rest of this training more explicitly later on. Going on from these arguments, the fact of having to look upwards and watch the unattainable for hours and hours, must, we will conclude, create a certain type of individual personality, as we will be able to prove later on when the child, by now a man, sees his position in the world in terms of the need to rise as high as possible. This urge, found especially among professionals to get to the top, is experienced by children from the cradle, when they see the roof. (San Martin 1976: 72-7). (1)

The differences continue trhough-out life as a confrontation between the mapuche family education in its particular socio-cultural context, and the education provided by schools. (Araneda and Catriguir 1984, Blanco 1985, Bragg 1983, Herrera 1984, Perez and Sotomayor 1978). (2)

Styles of learning are organized in terms of their own methodologies and objectives. Magendzo (1985: 32-48) has shown the same in a guatemalan community, where on sees that gulf between school culture and home culture is very great. (3)

As a result, children who stay on at school will be faced with the conflict of whether to maintain their ethnic identity, the option of breaking away, and the possibility of not returning (4).

In the light of this situation of gradual and inexorable integration into the dominant culture, anthropological research may play an important role either supporting internal cultural processes which encourage this loss of ethnic identity -acculturation- or in other cases resisting pressure and jealously guarding values, as for example, in the case of the preservation of the mother-tongue, despite enormous pressure and the growing need to be able to handle spanish and chileanisms. Anthropology -a western science which should recognize that it is always an ethnoscience- can provide information on the ethnic education of different native groups, including that of chilean society as such, which has been in the process of beign created throughout its history, however confusing this may seem. a serious anthropological study should indicate the characteristics -and particularly, cultural characteristics- displayed by chilean education at the nursery school level, in schools an outside them. It is worth warning here that one should not confuse schools -Chilean schools, in this case- and schooling with the

(1) One needs to read the author's statements carefully, but in no sense does this diminish the value of the work; quite the contrary, this is an incentive for going into the study of ethnic education in greater depth.

(2) Don Isidoro Huamani, a Quechua, gave a mythical explanation of the genesis of schools, according to which Jesus Christ is associated with the creation of writing and schools (Ortiz, 1973: 239-242)

(3) ...the study mentioned is intended as a denunciation, since it makes it clear,..."how school culture in the classroom has distanced itself from the traditional culture of socialization in the native community, in order to make use of underlying qualitative pattern which lead inexorably to failure at school, to repetition and to children dropping out". (Magendzo 1985: 32)

(4) L.A. 19 years old a mapuche who is working and studying at the same time, talks about his conflicts of identity in these terms:
"So I took care of my education without being helped by anyone. One of my uncles always used to say (when I went back to the community during school holidays) that I should work in the countryside, that I should stay and work in the community and work with him (I was good at agricultural work). But I told my uncle that I enjoyed my studies. He said that people who dedicated themselves to studying just waste their time and become cheats, That other mapuches who have had an education become proud, they look down on mapuches who haven't been educated, and get showy...My uncle hadn't had any education, he didn't know to read, to write, or to sign his name. So I decided not to go back, rather than to be constantly in conflict with my family..." (Munizaga 69:39).

educational process which is infinitely broader, richer and more complex.

An anthropological study should provide information on mapuche and chilean ethnic education, on the one hand, and on chilean schools and nursery schools on the other (see note 3). This may lead to educational models being designed which are integrative within a broader social reality whose basic tendency is towards disintegration. There is no doubt that it should be the mapuches themselves who establish the particular nature of their education, its richnes and its limitations, as well as its need for "cultural loans". It is they who have direct and intimate experience of their own subordinated and oppressed culture.

In adition, non-mapuches, whether they be aymaras, chileans, or people from Easter Island, must also co-operate in this search, which is a search for identity through one's own education and schooling. Today chilean education does not have its own identity, it only has characteristics which suggest and identity but do not manage to define or identify it in a particular form of education.

As a result there are a number of questions that concern us: what is the nature of the place of nursery school in chilean and mapuche society? Do nursery school encourage a development of the native culture? How do home and nursery school overcome the contradictions between cultural continuity and discontinuity in a process of cultural trasmission? (Splinder 74). How can one create awareness of the ethno-centrism in culture and education which prevent a proper understanding and appreciation of what is authentically one's own and what comes from outside? (1) What are the ethnic educational procedures used by the different ethnic groups? How could these procedures be incorporated into educational practices in nursery schools? etc. (2). The list of questions gets longer instead of shorter. However, the question mentioned above outline the field in which educational anthropology could make its contribution. Work in this field alone is inadequate, but necessary.

Finally, these comments about ethnic groups are equally valid for social groups, and particularly those that are marginalized in economic and social terms. However, one must not forget that marginality means a deficient relationship with that from which one has been marginalized, but it does not imply a disregard for the group's own values and achievements. There is a marginalisation from benefits, but not an absence of creation .(3)

It is for the individuals, and the groups to which they belong -whether these be ethnic and/or class groups- to set out to make their educational procedures viable. It is precisely in the sphere of child-rearing -among the mapuches, chileans, or whoever- that one finds an infinite wealth of resources, since each society makes use of the best aspects that it has developed in the education of its sons and daughters and of pre school children in general. This demands that a comparative study be made: this would look at the informal world of the mothers and the more formal world of the "tías". One cannot put off this challenge. One needs to examine each world and the relationship between them. The children will be our guides in this journey which we have imposed on them and from which they always seek to return in order to grow.

Bibliography

- Araneda, Nelson and D. Catriguir: *Aportes del sistema educacional al desarrollo de dos comunidades rurales.* Final thesis for Doctorate in Education, Valdivia, Universidad Austral. 1986.

- Bragg, Katherine. *Informe antropológico para el proyecto de educación integral en zonas rurales pobres mapuches.* Doc. Nº 23.298, Mineduc -CPEIP-OAS, Stgo, 1983

(1) With respect to this question, Victoria Peralta (1985:6) provides valuable insights on how nursery school teachers often unconsciously impose their ethno-centric approach to educational culture, disregarding the culture of the communities which it is intended that the nursey school should benefit.

(2) Some ideas about how nursery schools could incorporate into their curriculae certain contributions from the different sub-cultures are given in the study referred to in the previous footnote.

(3) This, however, does not mean that there is necessarily a distinction between whether one belongs to an ethnic group or a class. These are not irreducible realities. There may be no conflict.

- Burgos, Elizabeth. *Me llamo Rigoberta Menchu y así me nació la conciencia.* Barcelona, Editorial Argos Vergara, 1984.

- Herrera, Ricardo. *Expectativas educacionales de las comunidades mapuches.* Temuco. Secretaría Ministerial de Educación, Región de Araucanía, Programa Educación Rural Mapuche, 1984.

- Hilger, Ines. *Araucanian child life and its cultural background.* Washington, Smithsonian Institution, 1957.

- Magendzo, Abraham. *Calidad de la educación y su relación con la cultura: Síntesis de una investigación en un area indígena de Guatemala.* LA EDUCACION, Revista Interamericana de Desarrollo Educativo (OAS). Year XXVIII, Nº 96 (32-48), 1985.

- Munizaga, Carlos. *Vida de un araucano. El estudiante mapuche L.A. en Santiago de Chile en 1959.* Santiago, Centro de Estudios Antropológicos de la Universidad de Chile, 1960.

- Ortiz, Alejandro. *El mito de la escuela. en Juan M. Ossio. Ideología mesiánica del mundo andino.* Lima, Edición de Ignacio Prado Pastor, 1973.

- Peralta , Victoria, et al. *Fundamentos y criterios generales para favorecer la relación de los currículos educacionales que se desarrollan en el Jardin Infantil, con su entorno cultural diferenciador.* Santiago, Centro de Perfeccionamiento PARVUS. Paper presented at the "First National Meeting of Specialists in Pre-school Curriculae". La Serena, August, 1985.

- Pérez, Conrado and S. Sotomayor. *Actitudes del niño mapuche frente al concepto de autoridad en la familia y en la escuela.* Santiago, U. Católica, Doc. de est. Nº 2, 1984.

- San Martín, René. *Notas sobre la educación del mapuche en Cautín.* Temuco, Ediciones Universitarias de la Frontera, 1976.

- Spindler, George. (ed) *Education and Cultural Process.* New York, Holt, Rinehart Winston, 74.

INSTRUCTIONAL MATERIALS FOR WORKING WITH CHILDREN IN EARLY CHILDHOOD [1]

A Regional Workshop for Guidance in Developing Instructional Materials for Work with Children in Early Childhood held in Chile was attended by 19 experts from Latin America and observers from national and international agencies.

The event, organized by OREALC and held between 8-12 june in Santiago, (Chile), brought out the importance of the child's first year of life in relation to his/her future development, especially since the social and economic changes in the region have meant that increasing numbers of mothers are going out to work. This has meant a greater demand for care the children under seven years old.

The Director of OREALC, Juan Carlos Tedesco, emphasized, on inaugurating the Workshop's activities, that in the absence of official responsibility for this level of education, one finds a variety of possibilities for providing education and care for children from 0-6 years old. In this sense, he underlined the importance of developing national capacities for training staff and involving parents and the comunity in general in the educational process and in preparing materials, as an important way of qualitatively and quantitatively improving existing programmes.

This workshop, which approved the importance given by OREALC to non-formal programmes for pre-school children, is included in Unesco's regular Programme and Budget for the 1986-1807 period.

The Workshop's objectives were:

- to define criteria for selecting and adapting the materials used in pre-school education programmes, taking into account specific needs and contexts;

- to prepare the participants in all the possible uses of the materials with different target populations (parents, people acting as teachers, auxiliary workers, literacy workers, mass media, etc.), and

(1) Conclusions and recommendations of the regional workshop for guidance in developing instructional materials for the early chilhood education.

- to provide guidelines for the processes of testing and evaluation and to indicate how feed-back could be obtained.

The participants -who were all invited in a personal capacity- included experts from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Panama, Paraguay, Peru, the Dominican Republic, Uruguay and Venezuela. The workshop was also attended by representatives from the Pre-school Education School, Pomaire, Chile; the School of Odontology, University of Chile; Fundación San Pablo, Chile; UNICEF, Chile; Instituto Familia, Sao Paulo, Brazil, Unesco, París and OREALC.

The experts were divided into three groups in which they discussed their professional experiences and, at the end of this discussion, drew up the conclusions and recomendations set out below:

Conclusions and Recommendations

Group 1

Conclusions

1. Within Latin America there is a great variety of materials which are not known about in the different countries, both because resources are limited, and because of communication and distribution problems.

2. The general trend is toward the development of materials intended for use by parents and community activists, as the educational agents in non-formal programmes.

3. There is a growing tendency to make the materials more relevant to the cultural context.

4. With respect to the contents, one finds shared aspects, and aspects that are different, as well as varying degrees of development.

5. From the point of view of presentation, it was found that the materials ranged from the sophisticated to those using very simple production techniques, such as a duplicated sheet. In all the materials there was found to be a concern over cost, durability and scope.

6. There was seen to be a clear need for precise technical, educational, cultural, social, political, economic and administrative criteria for elaborating materials.

7. The group emphasized the need for consultation and testing in the process of producing the materials, and the importance of taking into account the opinions of the agents who will be using them.

8. Another tendency observed is that materials are being produced within an integral approach to programming which sees care for children as being linked to improvements in the quality of life of the family and the community.

9. The materials presented were demonstrably the original products of teams in the region, being the results of process which represent a Latin America alternative to the socio-economic and cultural situation of our nations.

Recommendations

1. All programmes should specify their methodology and should try to ensure that this is open and participative and does not undermine local culture but rather bases itself upon this culture. Support materials should be fully understood, and be seen as a means to achieve an end and not an end in themselves.

2. Because of the lack of serious and penetrating studies of local ethno-cultural circumstances which look at the real children of those areas, and not the universal concepts which educationalists may have of children, it is suggested that an essential step will be to encourage inter-disciplinary studies on children's and families' ways of behaving, thinking and feeling.

3. To allow a multiplication of resources, preventing this from being monopolized by either individuals or institutions.

4. A pre-requisite for the introduction of instructional materials should be

the holding of courses to give direct experience of their use to allow the methodology for transferring them to be internalized.

5. That the guide for elaborating, evaluating and adapting materials produced at the end of this Workshop should, once it has been revised, be used as a working instrument in all the countries involved and provide a resource for organizing mini-seminars with staff developing materials in educational programmes.

Group 2

Conclusions

1. The Workshop offered the opportunity for participants from the countries invited to exchange materials and share experiences thus enabling the participants to enrich their understanding and encouraging the use of the materials most appropriate to the different realities.

2. Guides for the production, evaluation and adaptation of materials for children from 0-7 years old were drawn up; these were used by the specialists at different stages in the process of introducing these materials.

3. There was an exchange of views on the activities which should be developed in the future in order to create, monitor and publicize materials. The conclusions of this discussion were expressed in the working group's recommendations.

4. There was a discussion of the feasibility of using the material, "creating suitable environments for child development" in different countries; here each participant made an individual proposal for how this material could be adapted.

5. There was recognition that Unesco and UNICEF are key international agencies in terms of publicising different materials intended to provide better educational options for children.

Recommendations

1. That Unesco should encourage and recommend the use of the mass media (TV and radio) to report and create greater social awareness of children's living conditions and their basic rights, and the most appropriate ways in which the family can assist their development.

2. That Unesco and UNICEF should continue to provide and should increase the opportunities for diverse non-formal education and child-care projects and programmes to exchange experiences. This could be both in the form of seminars and through a magazine, or written materials could be distributed on each project or programme.

3. That Unesco should promote the establishment of networks within and between countries, which would allow the varied materials available to be publicized, analysed and used, always bearing in mind the spheres of interest of the participants.

4. That a mechanism be found for linking up governmental and non-governmental institutions working with children within each country and between the different countries, to enable them to build on each other's experiences, prevent resources from being incorrectly distributed and allow faster progress to be made in increasing the coverage of child care.

5. That Unesco should seek ways of convincing teachers and professionals in general of the importance of involving parents in the educational process in as active and participative a manner as possible.

Group 3

Conclusions

1. The workshop outlined and made operational processes and techniques which are valuable for adapting educational programmes and materials which have already been validated in other countries in the region and which could be used as ways of supporting the introduction of non-school-based pre-school education.

2. The workshop contributed to the professional development of participants by introducing them to a variety of non-school; pre-school education programmes and the support materials used in carrying

these out, giving an overview of the efforts being made by institutions and communities in the Latin American and Caribbean region to assist those people working in pre-school education.

Recommendations

1. That Unesco send the national authorities in countries represented here and relevant agencies copies of the recommendations and conclusions put forward by this Workshop, and copies of the material prepared on: "Learning units for trainers of staff working with children".

2. To bring together (in the form of a bank) the materials produced for this purpose in Latin American and Caribbean countries and the positive experiences seen in the region, in order to publicize them and enrich the work of educationalists in different areas, using a methodology of encouraging integration at the structural level and in communications, linking projects within the region an outside it.

3. To create awareness in the potential client population of this issue and the support materials that go with it, encouraging adults to get involved at the first stage of research-action, so that they become aware of this problem and the participative solution to it.

4. To use active methodologies and up to date techniques in the areas in which this is possible.

5. To up-date teachers knowledge of the methodology of integration, of the use of new educational tools and group dynamics. To review (with the participation of inter-disciplinary teams) plans and programmes for teacher training and refresher courses in order to introduce new approaches.

EVALUATION OF EDUCATIONAL PROJECTS IN LATIN AMERICA.

The case of "Fe y Alegría" Integral Education

Johanna Philp (*)

The aim of this study is to contribute elements for the design of an evaluation of educational activities carried out in Latin America by the "Fe y Alegría" Integral Popular Education Movement.

One of the key enunciated concepts is that of "evaluation". This is a term which suggests varied kinds of associations, in the main with rather negative connotations, such as exam, failure, prize, financial cuts, comparison.

What lies behind this situation? According to Briones (1), the term evaluation is used to make reference to the "act of judging or appreciating the importance of a certain object, situation or process, in relation to certain functions which should be met or to certain criteria or values, be they explicit or not... It is the kind of research that analyses the structure, functioning and results of a programme with the aim of supplying information from which to derive useful criteria for decision-making in relation to its administration and development".

According to this definition, this should be a simple scientific process in which information is gathered and related to certain criteria and it would seek to improve on-going work. Nevertheless, during the practice of evaluation itself one may experience that this is no simple process, nor a neutral one. There is a dimension to evaluation which is determinant for its development and which affects the usefulness of its results in improving what is being done. This dimension refers to the fact that evaluation is, in the first place, an interpersonal relationship. It is about transactions between a person who carries out the role of evaluator and the people involved in different ways in planning and implementing educational actions, i.e., those being evaluated.

Traditionally this interpersonal relationship is characterised by inequality of power. By this we mean to say that, in the evaluative relationship as it is traditionally known, one works with assumptions such as the following:

• the evaluator knows what he is observing and looking for; those being evaluated do not.

• the evaluator possesses the key to discover "the truth"; on the other hand, those being evaluated do not have it.

The lack of acknowledgement of this dimension to evaluation is responsible - in part- for the lack of usefulness of many evaluations for those directly involved in the implementation of educational programmes.

Judging from my experience and that of others, many evaluations tend to give information which is useful for financing agencies, or for researchers, but the usefulness of their work for teachers, programme monitors and popular education agents appears to be limited. This is

(*) Johanna Philp Extract from the report "Elementos para una evaluación del movimiento de educación integral "Fe y Alegría". Centro de Investigación y Desarrollo de la Educación (CIDE)- Santiago de Chile

(1) Briones, G. Evaluación de programas sociales. Santiago PIIE, 1985, p 4

because the information gathered does not answer the questions the latter ask themselves and it is therefore of little use.

In view of the above, I would like to make explicit my own position with respect to evaluation in education. In the first place, I assume that it involves an interpersonal relationship (even when I communicate by letter with my interlocutors). In this relationship there are expectations and fears which should be made explicit as far as possible, if one seeks to move towards the same goal.

Secondly, I do not assume that there is "an objective truth" about a given educational programme, but rather that there are diverse experiences interpreted in different ways and that the value of evaluation consists in that the experience of the evaluator of a given programme may help those being evaluated to perceive themselves from new angles, to ask themselves new questions and to thus move forward in their understanding of the process under way.

The equation is a delicate one. If my perception as evaluator is very similar to the perception of those being evaluated, my contribution will be minimal. If my experience is very different, I will end up talking in a language which cannot be understood by those being evaluated, with the ensuing incapacity of constructing something together.

In the light of these considerations, the contributions I can make towards an eventual global evaluation of Fe y Alegría educational programmes consist in:

1. defining objectives for a global evaluation, on the basis of the needs and concerns of the people involved in the planning and implementation of the various programmes under way. Here I opted for what has been called a focalised approach to the definition of objectives.

2. proposing approaches towards evaluation with their respective designs. These will allow the evaluative questions which have been gathered and systematised to be answered in the best possible way.

3. analysing and negotiating these propositions with those being evaluated.

The "Fe y Alegria" Movement

The "Fe y Alegría" Integral Popular Education Movement works at present in 350 educational establishments in 10 countries in Latin America, giving attention to 300,000 students. These countries are Bolivia, Brazil, Colombia, Ecuador, El Salvador, Guatemala, Nicaragua, Panamá, Perú, Venezuela.

Fe y Alegría is a popular education movement born out of and stimulated by the experience of the Christian faith in situations of injustice. It is committed to the historical involvement of popular sectors in the construction of a just and fraternal society.

Fe y Alegría opts for the poor and in accordance with this option it selects the poorest sectors in order to carry out its educational and social promotion activity. From here they direct their constant demand towards society in general in the search for a more human world.

This movement seeks to promote the formation of new men and women, who are conscious of their potential and of the social reality that surrounds them, who are open to transcendence, who are agents of change and protagonists of their own development. It also seeks to contribute towards the creation of a new society whose structures will make possible a commitment towards the Christian faith in works of love and justice.

In general, this Movement conceives education as one of the processes through which progress will be made towards the construction of a more just society, in contrast to education at the service of a society which segregates human beings and arranges them hierarchically, defining some as more valuable and other as less valuable, with differential access to material and cultural goods and to participation.

The protagonistic role attributed to the poorest social sectors, the appreciation of their culture and their experience, opens up new perspectives regarding the kind of educational process that is generated and the subjects and educational activities that are considered important.

The integration between school, education and community raises the challenge of flexibilising school's limits and of opening up the opportunity to learn and teach to many members of the community.

Work, as the nucleus where many of these possibilities are conjugated, creates the possibility of abandoning an encyclopaedic kind of education and of beginning to produce, to create and to work and thus to acquire a sense of personal dignity, self appreciation and integration within the community.

Fe y Alegría's educational activity is characterised by:

• the evangelising and pastoral nature of all Fe y Alegría activities;

• a permanent effort to get to know local and national social reality and to value and revitalise popular cultures and experiences in urban, peasant and indigenous sectors;

• creativity in the search for formal teaching practices and educational methods which will respond to the problems of communities and people;

• emphasis on the formation in and for liberating and productive work as a means towards personal realization and community growth.

Quantitative Aspects

In 1985 a total of 285,744 people were attended through the various educational programmes of Fe y Alegría. The majority of these took part in primary education programmes (138,099), followed by secondary education (59,203 students). Pre-school education is in third place as regards cover, attending 26,519 children, followed by education by radio, which reaches 23,297 people. Independent workshops occupy the fifth place, giving cover to 15,522 students. Service is given to 10,653 students through non-formal education and to 1,029 students through special education.

The majority of educating agents are lay people. Thus out of 9,909 educating agents, 742 are nuns and priests, while 9,167 are lay people.

There are differences between countries with respect to the kind of programmes which have been developed.

Administrative Aspects

On the basis of interviews carried out in Bolivia , it was possible to establish that in many countries primary, secondary and technical-vocational schools follow official educational programmes and receive financing from the Ministry of Education towards teachers' wages. There is, however, administrative autonomy. In some countries, Fe y Alegría is able to choose its teachers.

Differences can be detected in financing with relation to the official educational system; there are more resources per student.

Procedures

For the preparation of this evaluation it was initially planned to visit various countries where the Fe y Alegría movement is found and to become acquainted in the field with experiences under way. This would allow the social reality of each country and the participants, to be taken into account, and to pick up the needs and queries in connection with the global evaluation of Fe y Alegría.

Available resources only allowed a visit to Bolivia and this was carried out at the same time as the meeting of the Fe y Alegría Executive Committee. It was hoped to be able to talk to the National Directors from five countries but due to unforeseen circumstances the meeting was only attended by Father Roberto Caro from Colombia and Father Víctor Blajot from Bolivia.

The following were used as evaluation instruments:

• the interview, directed towards national and sectorial educational authorities;

• questionnaires for directors and other authorities of Fe y Alegría programmes;

• observations by students involved in Fe y Alegría activities;

• visits to educational centres;

• reading of documents.

On the basis of the information gathered it was necessary to differentiate between *global objectives and specific objectives.* The former refer to situations which are common to the different kinds of programmes under way in Fe y Alegría. Specific objectives refer to needs arising within certain programmes, such as school programmes for pre-school, primary and secondary education, technical training, non-school programmes, popular education programmes, etc.

Global objectives were classified under three main themes: illuminative description; problematic nuclei; contextual background.

Specific objectives were in turn grouped around two main themes: problematic nuclei and evaluation of results.

Global objectives

Illuminative description: Concern was detected in all programmes, almost without exception, about the need for global *knowledge* of what is being done, with the aim of facilitating *mutual support*, being able to *learn* from others, and *value* what is being done. It is interesting to point out that a conception of evaluation arises from this concern which refers to the need to *know and value* before judging. In other words, there is a need to document what already exists before judging what is being done and comparing it with external criteria, given that there is a richness here which is lost if it is not documented. These global questions take us back to one of the meanings of the term evaluation, which is to *value*.

We have used the term "illuminative description" basing ourselves on the development of cultural activity evaluation, specifically of the illuminative approach to evaluation proposed by Parlett and Hamilton (1).

We shall give a more detailed description of this approach to evaluation in the following sections. For the present, however, we should explain that this procedure is called illuminative because "its aim is to clarify facts, make them visible, through a plastic description and even through photography..." (2).

Problematic nuclei: with this concept we refer to a programme's central problems, the resolution of which has a broad impact potential, influencing the quality of other related processes. These are obstacles of the "bottle-neck" type or processes or agents of high multiplying power (3).

One problematic nucleus which goes across all projects refers to how to translate the *utopia* delineated in the International Philosophy of Fe y Alegría into educational activities. It was possible to identify four central axes to this concern:

- cultural integration
- participation
- solidarity
- critical consciousness

In relation to *cultural integration*, concern about being able to respond better to the needs and to the cultural reality of social groups with which work is done was noted in all projects. The point here is how to achieve an integration between the participants' culture and the national culture. This problem is particularly important in school programmes, given that these place strong emphasis on the transmission of the dominant culture. It is a complex problem, which cannot be wholly solved through an evaluation of this kind. A possible approach consists in confronting the perceptions of different actors who work in these programmes about the programme itself, i.e., directors, educating agents, students, people who are not actors. In this approach one starts from the premise that a given fact is interpreted in different ways by the various actors, and the effectiveness of a programme depends precisely on the interpretation given it, or on the meaning attributed to it. Insofar as the perceptions of different actors are made explicit, it will be possible to adjust educational measures in order to respond better to everyone's needs and a cultural change will become possible.

(1) Parlett, M.R. and Hamilton, D. "Evaluation is illumination: A new Approach to the Study of Innovatory Programmes", in : Hamilton et al. eds. Beyond the numbers game: A reader in Educational Evaluation. London, Mac Millan, 1977.

(2) Richards, H. and Walker, H. Evaluación iluminativa y acción cultural. Santiago, C.I.D.E., 1983

(3) This concept was formulated by Horacio Walker.

This approach starts from the premise that we cannot talk of "a single reality", but rather about the experiences of each person in relation to their personal history and to the history of the social group to which they belong. This means that when looking at *one* particular programme, there are in fact *several* programmes. The programme as it is lived and interpreted by its educational agents, the programme as lived and interpreted by its students, the programme as lived by people external to it.

Within this perspective, the point is not to determine which is the programme, nor to impose one perception over another. In the field of popular education we sometimes tend to idealize local culture; there is a rather romantic vision, in which the experience of popular sectors is considered as an absolute "truth", denying any validity and value to the hegemonic culture.

A guiding principle or the utopia in this process of integration between popular culture and dominant culture might be, in fact, that the point is not to negate one or the other. The point is not to make one or the other absolute. The point would instead be to try and make explicit the interpretation or meanings of the various actors involved and from this to arrive at the construction of a "consensual domain" (1) that is new, common to all, and in which different actors may coexist. This new consensual domain would be the result of a joint construction by the different actors involved.

We are conscious that this is the image of a utopia, which can nevertheless be useful as a target, in order to orient the path for cultural activities. As part of this path, it is proposed to make explicit the perception of different actors of the educational programme in which they participate.

Contextual background: the problem here is the need to obtain more background information about the *socio-economic situation of the participants* with the aim of getting to know their social reality better and of being able to verify to what extent the objective of Fe y Alegría is being met, i.e., to reach the poorest, most needy population.

Specific objectives

The following *problematic nuclei* were identified:

• Pre-school education: lack of teachers.

• Primary and secondary education: teacher training

• Special education: lack of teachers.

• Technical adult education: irregular student attendance.

• Non-formal education: could not be identified, as few answers were received.

Evaluation of Results: Here we have indicated questions posed by programme directors and we have added some others arising from an external reading of Fe y Alegría programmes.

Pre-school programmes:

• What changes occur in the child's family relationships?

• What benefits are observed in the child's school performance?
(grade repetition).

Primary school:

• attendance, school performance and grade repetition of Fe y Alegría students;

• children's and parents' perception of the school;

• students' values.

Technical education:

• student follow-up into the world of work;
• their participation in the community;

Special education:

• social integration of the child into the family and the community.

(1) This is based on the epistemological expositions by Humberto Maturana. See for example Maturana, H. and Varela, F. "El árbol del conocimiento", Santiago: Editorial Universitaria, 1984.

59

Negotiation of objectives

The objectives of evaluation identified on the basis of interviews, field visits, reading of documents, observations and answers by directors of Fe y Alegría programmes, were presented, discussed and analyzed with the National Directors and some delegates who attended to the Annual Fe y Alegría Congress, held in November 1986 in Cochabamba.

This process of confrontation and investigation is called "negotiation" in global approaches to evaluation. Below we present a summary of the main topics arising from this negotiation.

1. Discussion centered fundamentally on global objectives rather than on specific objectives. This is possibly due to the absence of the directors of specific programmes, for whom specific objectives are of greater relevance than for national directors, who must necessarily have a global view of the various programmes.

2. It was seen that it is important to clarify the meaning of terms such as participation, popular project, cultural integration.

3. It was proposed that concern about socio-structural change and the subject of Christian faith be added to the set of global problems.

4. In general terms, there was consensus about the formulation of global objectives for evalution of Fe y Alegría. The need to have instruments to proceed with this evaluation was stated.

Methodological Design for Global Objectives

The kind of evaluative design to be adopted depends on the kind of questions asked. In the case of the evaluation of Fe y Alegría some questions may be answered through analytical designs and by means of quantitative techniques. Some other questions require the use of global approaches to the evaluation of cultural activities.

We shall describe how one might proceed in order to meet the global objectives of evaluation in greater detail. For specific objectives only general guidelines and suggestions are presented, given that a more detailed elaboration of these evaluations is beyond the possibilities of this study.

1. Knowledge about the socio-economic background of the students

A very simple questionnaire was proposed, which could be answered by the students themselves and summarized by teachers and directors. In this way the collecting of information might become an instance for joint reflection on the family situation of students.

The questionnaire was applied at a total of 30 schools and it was observed that it could basically be administered in the proposed manner.

In general, it was pointed out that the questionnaire was useful and valuable as it allowed one to learn about the situation at each centre. In some centres the teachers were able to observe that while they thought they knew about the situation of their students, they say that in fact this was not the case and that students' answers showed them unknown situations. It was also seen that the questionnaire might be a starting point for a more detailed reflection on the socio-economic conditions of the students.

Among the criticism made, it was established that there is a need to give each country the freedom to adapt the terminology used and also to have available an "instruction sheet" in which the meaning of questions was made clearer.

2. Learning from others

One of the "bottle-necks" in the realization of educational programmes is the availability of educational materials appropriate to the social reality of popular sectors and peasant groups and which facilitate and promote the active participation of the beneficiaries of the educational process. Educational materials are often one of the ways in which an innovative educational programme can be spread and communicated in a more concrete way. For this reason a descriptive filing card of educational materials is proposed, to be filled in by the different innovative educational programmes and to form part of a register of

educational materials (1). There is also a suggestion to create a centre for Fe y Alegría educational materials where photocopies of materials may be obtained. For this reason it is asked that together with the description of materials, a copy of these be sent to the Fe y Alegría office.

3. Knowing and valuing what we do

Two complementary paths are proposed in order to respond to the global objective of "knowing and valuing what is done". One of them consists in the elaboration of a register of programmes under way in Fe y Alegría. This would represent a preliminary step towards forming a global picture of what is being done. The techniques available to achieve this objective are simple and consist basically of completing a descriptive filing card about the programmes. These answers would provide quite general information, but do not allow a more profound understanding of the educational and social processes at play, nor do they allow progress in the resolution of problematic nuclei. For this reason the Illuminative Evaluation approach, which has been developed in order to evaluate cultural activities, is presented in some detail.

A descriptive card of the programmes was designed, to be answered by programme directors. Information about the basic programme characteristics is gathered in this card with the aim of elaborating a register of Fe y Alegría programmes. This register would facilitate access to information about what is being done and exchange between programmes.

This filling card was answered by 200 programme directors, and it was noted that certain terms would have to be defined more precisely and that the format would have to be modified. Apart form this it was confirmed that the possibility of showing one's work is appreciated, as well as learning about other people's work. A preliminary version of a *programme register* was elaborated with the answers obtained. The need to arrange programmes into groups was noted, according to whether they are:

- school and non-school programmes;
- programmes for pre-school children, 6 to 12-years-old children (approximately), 13 to 17-years-old youngsters, people between 18 and 20 years of age (approximately) and over 20's.

Moreover, an index of subjects will have to be prepared, indicating the main problems encountered in educational programmes. The need to carry out some editorial work before the publication of this register was also noted.

Evaluation of Cultural Activities: Illuminative Evaluation

1. Evaluation of objectives:

At a Fe y Alegría school I asked a teacher what difference she saw between teachers from other schools and those who work in Fe y Alegría. "Their élan and vocation", she answered. And as she said this, I felt that I shared her opinion, perceiving a different feel in the environment which made it different.

At the same time I asked myself: "what is it?" "how is it measured?", "how is it evaluated?". I felt I was facing a situation where known guidelines were of no use. I felt the need for a different reference framework, a language that would allow me to accompany Fe y Alegría educators along their path. This led me to look for other languages, other ways of conceiving evaluation.

In the traditional approach evaluation is considered to be a process where first of all objectives are identified, and an attempt is made to specify these clearly. Secondly, indicators are defined, which optimally should be quantifiable. Thirdly, objectives are contrasted with information gathered through these indicators, thus verifying whether objectives and indicators fit together adequately.

This approach to evaluation, however, has proved to be quite insufficient and inadequate for popular education projects, which place their emphasis on cultural change. For example, in popular education projects, objectives are ideals or aims rather than operational objectives. We are dealing, rather, with enpowering ideas which

(1) The filing card is based on the format used in Catastro de materiales educativos. Santiago, CIDE, 1981.

61

orientate the development of the programme. For example, in Fe y Alegría programmes the concepts found in the objectives are: "formation of new men and women.... open to transcendence... creation of a new society.. commitment towards the Christian faith in works of love and justice.." These aims are difficult to quantify, and it is necessary to look for another language in order to understand the role they play, their meaning, how they are expressed, the obstacles to their expression.

We are dealing here with a language of "reasons" and "meanings", "emotions", not a "cause-effect" or "dependent variable-independent variable" language (1).

Besides, with respect to objectives which are clearly specified beforehand, it has been observed that the specification of objectives is part of the educational process in popular education programmes. The idea is that objectives should periodically change, that they should be reformulated as the experience unfolds, as the dialogue between educators, students, the cultural environment and the physical environment grows deeper. This change of objectives along the way is a sign of sensitivity to detect needs and meanings and not a sign of lack of rigour or lack of seriousness.

2. The logic of cultural activity

Howard Richards has pointed out that traditional evaluations contribute little to cultural activity programmes because in these cases the evaluator and those being evaluated live in different worlds. The evaluator approaches matters with the logic of instrumental reason (Richards takes the concept of Weber and Habermas: "Zweckrationalität. In this logic rigorousness (meaning quantification) and efficiency (clear and concrete objectives) are emphasized. The logic of cultural activity responds to another cosmovision , i.e., the logic of values ("Wertrationalität"). The distance between these two cosmovisions cannot be overcome through the development of more sophisticated techniques. If cultural activity is to be evaluated this must be done from its own logic.

The logic of values implies starting from problems of daily life, from the collection of values offered by the environment, from learning to listen to different voices, be it the voice of peasants, indigenous women, youngsters from young populations and from the altiplano...

The language of some peasants, for example, distinguishes love, pain, union. The language of instrumental reason seeks objectivity, efficiency. In trying to make peasant reality fits in with this language, the richness of the process under way is often lost and existing problems are not detected.

The importance of the logic of values has not only been noted in popular educational programmes in Latin America. Richards points out that progressive movements in Europe are also reclaiming "old" (i.e., not very modern) values, such as solidarity, harmony with nature, cooperation. It has also been seen that important social changes are produced through changes in personal identity associated with changes in cultural guidelines. Studies on "teacher burn out" have shown that material incentives are not what is most important in preventing teachers burning out, but rather the sense of belonging to a movement with élan. In summary, culture is slowly taking its place in educational processes and the aim is to understand what this implies.

3. About culture

Up till now we have referred to "cultural activity". In order to continue with this exposition, however, we would like to stop briefly in order to specify the meaning of

---

(1) In writing this chapter I have based myself mainly on studies by Howard Richards and Horacio Walker. Richards, H. "Programa Padres e Hijos (PPH), de Chile. Un caso de evaluación de la acción cultural". Study presented to the Latin American Seminar on the evaluation of cultural activity. Piura, Peru, 27-31 October 1986. Richards, H. Evaluación de la Acción Cultural. CIDE; Santiago, 1984. Walker, H. and Richards, H. Evaluación iluminativa y acción cultural. Santiago" CIDE 1983. Walker, H. Problemáticas y desafíos de una evaluación alternativa para la acción cultural. Study presented at the Latin American Seminar on the evaluation of cultural activity. Piura, Peru, 27-31 October, 1986.
Also see Briones, Guillermo. Evaluación de programas sociales. Teoría y metodología de la investigación evaluativa. Santiago, PIIE, 1985. Parlett, M.R. and Hamilton, D. "Evaluation is Illumination: A new approach to the study on innovatory programmes". In: Hamilton et al. (eds) Beyond the numbers game: A reader in educational evaluation. London: MacMillan, 1977.

this concept. García Huidobro and Martinic (1) define culture as "practices and institutions which in one way or another contribute to the production, administration, renewal and reorganization of the meaning of social activity". From this perspective we shall focus on the meanings given by subjects to their experience and to a sense of identity which establishes distinctions with respect to subjects from other cultures.

Some of the Karl Popper's theoretical work (2) offers a conceptual framework which enables one to envisage the aims of illuminative evaluation with greater clarity. We refer to the distinctions he establishes between the material world, the external world (world one) the interior psychological world (world two), and a third world, namely the world of objective knowledge. According to Popper, theoretical systems possess characteristics which surpass the intentions of their creator and which possess a status of truth independent of the states of consciousness of human beings. "A" may use a theory by "B", even though "B" may have died long ago.... "A" can also discover aspects of this theory that were never obvious to "B". In other words, the theory has a "life of its own" independent of its creator. Experiences which are typical of world three are human creations, theoretical systems, solutions to problems, institutions and language. We may thus confirm that "world three" according to Popper coincides very closely with what we have called culture and cultural activity would belong to this ambit. In general, the traditional approach to evaluation has been ruled by the logic of "world one", treating educational processes similarly to the way matter and physiological processes are analysed and losing sight of what belongs to "world three", i.e., culture.

4. Questions in illuminative evaluation

Illuminative evaluation proposes approaching cultural activity from a different logic to that of "world one". Questions arising from this approach are different to those arising from a traditional approach. In the following table we present some of these contrasts.

Type of questions in a traditional approach (experimental model)	Type of questions in the hermeneutic-dialectical approach.
1. What do I know about a problem that will enable me to formulate and test a hypothesis?	1. What do informants know about their culture that I may discover?
2. Which concepts can I use in order to test a hypothesis?	2. Which concepts do informants use in order to classify their experience?
3. How can I define these concepts operationally?	3. How do informants define these concepts?
4. Which scientific theory can explain my data?	4. Which cultural theory do informants use in order to explain their experience?
5. Hoy may I interpret results and present them in my colleagues' language?	5. How may I translate informants' knowledge and experience so that my colleagues may understand it?

Source: Walker and Richards op. cit.

(1) García-Huidobro. J.E. and Martinic, S. Cultura Popular: proposiciones para una discusión. Santiago, CIDE, 1983.
(2) Popper, K. R. Objektive Erkenntnis. Ein evolutionar er Entwurf. Hamburg, Hoffmann and Campe, 1973.

63

In illuminative evaluation it is important to evaluate what people have done. This leads us to a definition of the meaning of "to do". "Human activity is activity according to the word. Human beings deliberate, decide and act according to words, plus the images and other symbolisms which conform the thematic universe of their environment. From the point of view of dignity, people whose words do not count in action are not wholly people. From the point of view of feasibility, an activity whose spirit is not rooted in the word of the grass roots does not multiply, neither does it last after money from abroad runs out.

Above all, therefore, evaluation does not consult:

- what people say
- what they do
- the consistency between what they say and do (1)

To evaluate therefore means to facilitate the process by which people begin to speak, deliberate among themselves, become committed and act. Illuminative evaluation shows that if we want to learn from an experience, a faithful portrait of cultural processes at play should be given. We talk of "illuminative" because light is shed on cultural mechanisms, on language, on senses and on meanings.

Here the question arises about whether this is scientific research. According to Richards, if by science we understand the search for the mechanisms that produce phenomena, for which we follow a set of rules of procedures, in the case of the human siciences these "mechanisms" would be produced by symbolic structures. The understanding of social processes implies understanding the symbolic mechanism of language.

Procedure

At this point in the presentation of this approach to evaluation it is impossible to avoid the question, How is it done? Which instruments of evaluation? We shall answer this question by describing the procedures used for the illuminative evaluation of the Parents and Children Project (PPH) because - in order to be consistent with our ideas- the description of a case can throw more light on a procedure than a list of generalizations.

The following steps were followed in the evaluation of the PPH:

1. Identification of interlocutors: different people involved in the programme were interviewed, such as peasants, coordinators, people from agencies which financed the programme. All were asked to express what they would like to know and learn about the programme.

2. First observations and interviews: delegates from various centres where the programme was being carried out were interviewed. They were asked at a meeting to give an account of what happens in the programme and everything was written down using the delegates' own words. What had been written was then read to the interviewee, in order to check that nothing had been omitted or distorted.

3. A "verbal image" of the programme is built out of the verbal product of these interviews.

4. This verbal image is examined at meetings with each one of the 50 groups taking part in the programme.

5. New questions emerged from these examinations which in turn were cleared up by means of different procedures. For example, training of coordinators, low attendance, insertion in the community.

6. The reliability of information was ensured by means of the triangulation procedure, that is to say, the consistency of information was compared from several angles, either through different interviewees or through different methodologies. Insofar as the information obtained from the different perspectives points to the same objective, there is greater certainty about the truth of these facts.

7. Final report: The point here is to provide a more detailed description of the programme. Sometimes two reports are written, one for the participants -this may be elaborated by the participants themselves-

(1) Richards, H. Programa Padres e Hijos, op. cit. page 10.

as for example by means of a slide show. Another report is prepared for the scientific community.

6. Illuminative evaluation in the context of "Fe y Alegría"

The proposals set out above were analysed by Fe y Alegría's national directors and by some of the delegates who attended the annual Congress carried out in Cochabamba.

Critical analysis was carried out in small groups, conclusions being presented later at a Plenary. Below we offer as faithful a transcription of these conclusions as possible, so as to present a "verbal image" of what illuminative evaluation meant to the participants in the Congress.

Group One:

"• one can see that traditicnal evaluation is not convenient or useful, but the contribution of this other type of evaluation is not clear.

• we sense that it might be fruitful if it is a process of reflection and research;

• we have got rid of a ghost, i.e., evaluation;

• it is an attitude in life, it is what we are seeking, what we do;

• we must prepare ourselves and we must respect each country's own rhythm;

• insistence is made on one kind of evaluation in which the verbal image is privileged; this may be very difficult in the popular environment;

• we are left with one major doubt, what are the instruments? An approach would not be sufficient, we would have to consider the "how".

Group Two:

"• it has been useful to stop along the way and see whether what we do responds to what has been proposed;

• illuminative evaluation seems to be a projectional evaluation, because it helps one to look into the future;

• we notice some gaps: which instruments?

• how to transmit this to the other members of the movement?

• it is an approach that picks up the values, the meanings of situations experienced by people. It gives us new data and a global vision;

• it is an approach that takes the person as a whole into account;

• we need instruments, that is to say, how do we do it?"

Group Three:

"• it seems right and hopeful to us not to choose the traditional approach;

• it allows us to give an account of the fact that the education we offer produces different effects on each one of the participants;

• we have a query about how to carry out something like this and we ask ourselves whether we are mature enough to give it the go-ahead".

Group Four:

"• this approach has many valuable points and in a certain way it is what we have been doing;

• we have a query, how could it be applied? What happens if other kinds of evaluations are under way, how is it possible to co-ordinate this kind of reflection?;

• in a changing situation, do we not run the risk that an evaluation that takes so much time may not respond to the historical moment being lived?"

In these evaluations we detect two important lead lines. In the first place, the intuition that this kind of evaluation would be congruent with the logic of educational programmes carried out through the Fe y Alegría movement. Secondly, the major question, how?

In the operational plane, we perceive that this marks the *beginning* of a long

term plan, in which it would be necessary to first continue going more deeply into this kind of evaluation in each country.

A possible path opens up by means of seminars and practical workshops in each country. Then, at a second stage, each country will be able to judge with better background information whether it wishes to commit itself to work of this kind. If the answer is positive, it seems urgent that each country should have a research team in charge of carrying out the evaluation of some projects.

Conclusions

The aim of this study was to contribute with some elements towards the realization of a global evaluation of the different: "Fe y Alegría" educational programmes in Latin America.

The needs related to evaluation among the people most directly involved in Fe y Alegría programmes were explored and identified by means of a focused analysis. Interviews with directive personnel of the movement, programme representatives and teachers, answers to the questionnaire sent by post to all countries and visits to Fe y Alegría schools in Bolivia (La Paz and Cochabamba) to identify and formulate global objectives on the one hand, and specific objectives on the other according to the kind of programme involved.

The global objectives of evaluation were grouped in three major categories:

1. illuminative description;
2. problematic nuclei;
3. contextual background.

Illuminative description refers to the need felt by the great majority of interviewees to have access to information about what is being done in Fe y Alegría, with the aim of facilitating mutual support, learning from others and valuing what is being done.

Problematic nuclei relate to the question of how to translate the utopia delineated in the International Philosophy of Fe y Alegría into educational activities. There were four central axes to this concern: cultural integration, participation, solidarity, critical consciousness.

Contextual background refers to the need to obtain greater information about the socio-economic situation of the participants with the aim of getting to know their situation better and in order to be able to verify to what extent the Fe y Alegría objective of reaching the poorest, most needy population is being met.

Specific objectives refer to questions arising from pre-school education, primary and middle education, technical training and adult education programmes. Given that the number of answers received from non-formal programme representatives was not sufficient, it was not possible to detect their need for evaluation.

Short term and long term measures are proposed in order to move towards the achievement of global objectives of evaluation. For short term targets, a questionnaire was designed in order to collect some socio-economic data about students participating in Fe y Alegría. This questionnaire was tried out as a pilot sample and the necessary corrections were made; it is to be answered in all Fe y Alegría programmes.

Secondly, a descriptive filing card of Fe y Alegría educational programmes was designed, to be answered by the various programme representatives. These answers will then form part of a register of Fe y Alegría programmes. This seeks to respond in part to the expressed need to "know and value what is done".

In order to move towards the fulfilment of the objective "learning from others" it is proposed to begin with the creation of a centre of educational materials produced in Fe y Alegría programmes. A materials file is proposed which will be used to begin a catalogue to facilitate communication and diffusion of existing material.

Given the characteristics of Fe y Alegría programmes, as well as the needs for evaluation collected, it was felt that the most adequate approach to evaluation would not be of a traditional type but rather an approach of global, illuminative evaluation. Some theoretical bases of this approach are being discussed and the possibility of using it in future evaluations of Fe y Alegría is being analysed. This is a long term target, as a more profound analysis of the illuminative evaluation approach would be necesssary. This would have to be carried out by national

teams, possibly by means of seminars and/or workshops. All this would be done with the aim of planning a more in-depth evaluation of some Fe y Alegría projects.

With respect to the specific objectives of evaluation , this is also seen as a more long term initiative. It is necessary to make progress in designing instruments and procedures in order to then obtain the necessary resources to carry out this proposal.

In general terms it was seen that a global evaluation of Fe y Alegría should take into account the differences between countries, their culture and history, the history of Fe y Alegría in each country, as well as each team's options. This situation means that it is neither possible nor desirable to develop a set of indicators for the effectiveness of Fe y Alegría programmes, but rather that specific evaluations should be carried out according to the needs of individual programmes and countries.

LEARNING PROBLEMS IN CHILDREN 6-15 YEARS

E. M. Houston (*)

In the last decade Special Education has broadened its scope. In most developed and developing countries the goal of Special Education is to provide appropriate education for all handicapped students.(1)

Associated with this, are the emerging trends of mainstreaming and non-categorical or generic Special Education. (2)

Although needs and problems of developed and developing countries might be similar, it is not always possible to use the same strategies to deal with them. The resources available are always a key factor which determines the way these needs and problems are dealt with.

It is possible for one country to learn from another, but we discover that strategies that have proven to be successful in some places do not necessarily produce the same results in other places. We find that we have to modify them to suit our own resources, culture and experiences. (3)

In developing countries where Special Education services are limited in terms of educational anf clinical facilities, regular classroom teachers find themselves faced with children in their classes who are not achieving academically, and most likely are having emotional and behavioural problems. Most teachers are unaware of the reasons for the behaviour of these children, and thus become frustrated because of a lack of knowledge and professional guidance from specialists in Special Education.

The Principle of Normalisation, (4) does not promote the removal of children with mild learning problems from the regular school system, but encourages the mainstreaming of these children in regular classes with the support services that are necessary for them to achieve to their fullest potential. This also leads to non-categorical Special Education for mildly handicapped children, which eradicates excessive labelling and stigmatising effects on the children and their families.

The purpose of this paper is to provide a background knowledge of mildly handicapped children with a view to developing guidelines for screening and management of such children in the regular schools. It is hoped that these guidelines will help teachers in primary and secondary schools

(*) E.M. Houston Head, Special Education Mico Teachers College. Paper presented at the UNESCO/CFNI Workshop for The Development of a School Health Guide for Primary and Lower Secondary Level Teachers, 23 & 24 March 1987, CFNI, Kingston, Jamaica.

(1) GEARHEART, Bill R. (1980) Special Education for the '80's. St. Louis: C.V. Mosby Company, p. 1.

(2) HALLAHAN, Daniel P., KAUFFMAN, James M. (1978). Exceptional Children -Introduction to Special Education. New Jersey: Prentice Hall, pp.45-46.

(3) LUGO, DELIA E. (1978). A New Alternative for the Training of Personnel for Handicapped Children. Paper presented at First National Congress on Special Education of the Council of Exceptional Children. Stirling, Scotland, pp. 1-2.

(4) WOLFENSBERGER, Wolf (1972). The Principle of Normalisation in Human Services. Toronto National Institute on Mental Retardation, pp.50-51.

to: (i) identify children with special needs; (ii) refer them to appropriate agencies for proper assessment; and (iii) develop strategies for teaching and managing these children.

It is also hoped that respective governments will find it possible to give all the support that is necessary in terms of support personnel (itinerant special educator, resource teacher) and materials.

The following handicapping conditions will be dealt with:

1. Mild Mental Retardation
2. Learning Disabilities
3. Physical Disabilities

For each area, a working definition will be given and educational and behavioural characteristics outlined. Following this will be suggestions for teaching, teaching aids, parental counselling, health and social services.

Mental Retardation

The American Association for Mental Deficiency (AAMD) in the United States of America, adopted the following as a working definition:

Mental Retardation refers to significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period (Grossman 1973 cited in Baroff 1974). (1)

Three distinct features are represented in this definition. Firstly, "significantly subaverage general intellectual functioning" which means that a mentally retarded child at the highest level of functioning will be two to three years below the average or normal child in *all learning experiences*. The word *all* here is the key factor when differentiating a mentally retarded child from one who is learning disabled. Secondly, "deficits in adaptive behaviour" refers to lags which may manifest during school age in communication skills, motor skills, social skills, perceptual skills and self-care. Thirdly, "manifested during the developmental period" refers to the period of birth to eighteen years. This means that if an individual becomes mentally defective after age eighteen (18) years, the condition is not to be referred to as mental retardation. (2)

Characteristics

Intellectualy they have:

1. A limited capacity to learn.

2. Academic achievement ranging from third through sixth grade at the age of eighteen (18).

3. Difficulty in engaging in abstract thinking.

4. Difficulty in handling symbols associated with reading, writing and arithmetic.

5. A reduced ability to see relationships between cause and effects.

6. Simple and superficial understanding rather than understandings which are characterised by complexity and depth.

7. Limited ability to solve problems.

8. Difficulty in generalizing and transferring knowledge.

9. Trouble in expressing thoughts verbally and in writing.

10. Reduced ability to profit from incidental learning.

Emotionally they:

11. Frequently have depreciated self-concepts.

12. Frequently do not recognise their strengths and weaknesses in the performance of tasks in solving problems, or getting along with others.

13. Often are inmature.

(1) BAROFF, George S. (1974). Mental Retardation: Nature, Cause and Management. Washington, D.C.: Hemisphere Publishing Corporation, p.8

(2) Ibid, pp. 8-25.

Socially they:

14. Often use inappropriate means of adjustment.

15. Frequently come from underpriviledged neighbourhoods and homes.

16. Often have difficulty in forming friendships with their peers.

17. Have some difficulty in folowing and participating, understanding and meeting everyday situations.

18. Often have difficulty in following and practicing certain common customs and amenities.

19. Tend to come from families which change residences frequently.

20. Often have reduced experiences upon which to base academic learning.

In addition mentally retarded children display a high incidence of physical and speech defects. (1)

The characteristics outlined represent the deficits that may be present in mildly mentally retarded children, but they may have the following potentialities for development:

1. Capacity for reading, writing, spelling, arithmetic, levelling off between third to sixth grade.

2. Ability for social development to a point where they can get along independently in the community.

3. Ability to learn skills which can prepare them for employment, so that they can eventually support themselves partially or totally. (2)

(1) Cincinatti Public Schools. (1964). The Slow Learning Curriculum in the Elementary and Secondary Schools. Cincinatti, pp. 5-6.

(2) KOLSTOE, Oliver P. (1976). Teaching Educable Mentally Retarded Children. New York: Holt, Rinehart and Winston, p. 10.

Classification

The classification of mentally retarded children is based on IQ (Intelligence quotient) and mental age. On the Wechsler Intelligence Scale for children, the mild or educable mentally retarded range is represented by an IQ of 55 to 69. For educational purposes most school system use an IQ of 50 to 75 or 80.

Once the child's IQ is determined, the mental age can be calculated as follows:

(CA x IQ)/100 = MA

Thus a 10 years old child with an IQ of 75 has a mental age of 7.5 years. (3)
In countries where intelligence testing is not the norm in schools, teachers will be called upon to identify handicapped learners by other means, for example:

1. School failure - functions two or three years below grade age level in all subjects.

2. Characteristics - exhibits characteristics listed.

Learning Disabilities

The area of Learning Disabilities is the most recent category of Special Education. Many persons and committees have formulated definitions for this area. However, I have selected the one formulated by the National Advisory Committee on Handicapped Children in the United States of America (1968) as a working definition:

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in *disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic.* They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional

(3) Ibid, p. 12.

disturbance or to environmental disadvantage. (1)

The main features in this and most definitions are:

1. A discrepancy component

This refers to a severe discrepancy between ability and achievement. That is, the child does not achieve commensurate with his or her ability levels in one or more of the subjects listed. (2)

2. Uneven pattern of development

The learning disabled child exhibits an uneven development of the various components of mental ability. The child may be mature or good in some areas, and show considerable lag or weakness in others. (3)

3. Evidence of malfunctioning in neurological processes

There has been much controversy concerning this issue. In many cases of learning disabilities it is difficult to ascertain by medical examination if the learning problem resulted from brain damage. Thus it is safe to say that the child may or may not have brain damage. However, there is evidence of some form of dysfunction or "malfunctioning of the brain" (4) which is evident in certain behaviours. Therefore, the behavioural terminology is much more acceptable to educators and even to some medical personnel.

4. Exclusion of other causes

A child should not be labelled "learning disabled" if learning problems are the result of mental retardation, emotional disturbance, hearing impairment, visual impairment or environmental disadvantage as primary conditions. However, it must be noted that children with these conditions can also have specific learning disabilities as secondary problems. (5)

Many educators now question the idea that learning disabilities are not caused by environmental disadvantage. The reason for this is that there are many cases of learning disabled children whose problems cannot be attributed to any form of brain injury, and the only obvious contributing factors are environmental, for example, poor nutrition, poor teaching and lack of a stimulating environment. (6)

Characteristics

Learning disabled children display a variety of behavioural and psychological characteristics. Mercer (1979) lists the following as the ones most frequently found:

1. *Academic Learning Difficulty:* students may lack the basic skills of reading, reading comprehension, mathematics calculation and mathematical reasoning.

2. *Language Disorders:* students may exhibit problems in oral expression, listening comprehension and written expression.

3. *Perceptual Disorders:* students may exhibit deficiencies in auditory perception, visual perception and kinesthetic/tactile perception.

4. *Motor Disorders:* students may manifest gross motor disorders, for example, poor balance, clumsiness, awkward gait, and fine motor disorders, for example, inability to write, cut with scissors, etc. They may also exhibit excessive movements (hyperactivity) and inability to cease an activity once begun (perseveration).

---

(1) HALLAHAN, Daniel P., KAUFFMAN, James M. (1978). Exceptional Children- Introduction to Special Education. New Jersey: Prentice Hall, p. 121.

(2) MERCER, Cecil D. (1979). Children and Adolescents with Learning Disabilities. Columbus: Charles E. Merril Publishing Co., p.71.

(3) HALLAHAN, Daniel P., KAUFFMAN, James M. (1978). Exceptional Children- Introduction to Special Education. New Jersey: Prentice Hall, p. 123.

(4) Ibid, p. 123.

(5) MERCER, Cecil D. (1979). Children and Adolescents with Learning Disabilities. Columbus: Charles E. Merril Publishing Co., p.44.

(6) HALLAHAN, Daniel P., KAUFFMAN, James M. (1978). Exceptional Children- Introduction to Special Education. New Jersey: Prentice Hall, pp. 124-129.

5. *Social-Emotional Problems:* many children with learning disabilities become frustrated because of their learning problems and exhibit behaviour disorders. They also display a deficit in social skills.

6. *Attention Problems:* students must be able to attend to relevant classroom tasks and to shift attention to new tasks. This problem, therefore, is demonstrated in short attention span and distractibility.

7. *Memory Problems:* this refers to difficulty in storing and retrieving information. Students cannot recall facts in mathematics or remember words and directions. (1)

Diagnosis is a key function in special education. Its primary purpose is to gather and analyse information which will assist teachers in planning learning experiences. Through proper diagnosis, the teacher can identify the academic areas in which the child is having problems, the learning modalities of the child and specific behaviour problems that may exist. (2)

In developing countries where clinical facilities for diagnosis are a scarce facility, teachers in primary and secondary school systems will have to play a major role in screening children for learning disabilities. The following checklist (3) will be found useful in identifying problems in the basic academic areas:

Reading (Dyslexia)
Word Recognition

1. Reads at a significantly lower level than his peers.

2. Omits words, e.g. I hid (the) ball.

3. Inserts words, e.g. He touched (me) my hand.

4. Substitutes words, e.g. He sat (down) (near) the tree.

5. Reads words backwards, e.g. was for saw, on for no.

6. Reads from right to left or top to bottom.

7. Reads very slowly.

Comprehension

8. Has problems recalling facts.

9. Unable to tell sequence of events or ideas.

10. Cannot recall main topic of written material.

11. Comprehends more if allowed to read silently.

Reading Habits

12. Shows signs of frustration when reading, e.g. refusing to read, crying, rubbing eyes, yawning, excessive head movement, etc.

13. Loses place of reading frequently.

14. Holds reading material close to eyes.

Written Language

15. Spells phonetically, e.g. lisn (for listen), bred (for bread).

16. Includes correct letters but does not sequence them correctly, e.g. sotry (for story).

17. Reverses letters, e.g. was (for saw).

18. Omits letters in words, e.g. lov (for love), moher (for mother).

19. Substitutes sounds, e.g. kart (for cart).

Written Difficulties (Dysgraphia)

20. Has poor spatial organization.

21. Shows poor alignment of letters, words or numerals.

22. Has difficulty with left/right discrimination.

(1) MERCER, Cecil D. (1979). Children and Adolescents with Learning Disabilities. Columbus: Charles E. Merril Publishing Co., pp. 54-57.

(2) Ibid, pp. 63-64

(3) Mico College. Learning Modalities - A handout prepared for students.

23. Has difficulty copying from blackboard or book.

Arithmetic (Dyscalculia)

24. Has poor spatial organisation (e.g. concepts of up-down, bottom-top, near-far, etc).

25. Has poor visual discrimination.

26. Demonstrates poor visual-motor-association.

27. Has problems with directionality (e.g. left/right, up/down, front/back).

28. Forgets basic arithmetic facts.

29. Has problems understanding abstract terms, such as time, distance, space, measurement.

30. Reverses numerals.

31. Uses fingers to help decide where to start, and stop.

The area of perception is basic to all academic learning. It refers to the cognitive process of making sensation meaningful, and involves the integration of stimuli (auditory, visual, tactile, kinesthetic, and olfactory) from the environment. (1) Learning disabled children tend to exhibit problems in perception as can be seen from the screening checklist. Therefore, it becomes necessary for educators to also screen children in the perceptual skill areas. The specific areas of strengths and weaknesses will be pinpointed and the children's learning modality will be ascertained. For example, some pupils learn best by visual mode, whereas, others learn best by the auditory or tactile mode.

Physical Disabilities

Children with physical disabilities are those who are handicapped because of neurological impairments, muscular problems, orthopaedic difficulties and health handicaps. Those with sensory impairments, for example, visual and hearing impairments as primary conditions, are not included in this diagnostic category. However, physically handicapped children can exhibit many secondary problems including sensory impairment, mental retardation, learning disabilities and emotional problems. (2)

There are some physically handicapped children who do not need special services, because their impairment is of such a mild degree that they can manage a regular school programme. However, there are others whose physical disabilities are so severe that they need special services, equipment and facilities if they are to function to their fullest potential. (3)

It is impossible in a paper of this nature to describe each handicapping condition in detail, therefore, I will briefly discuss conditions that may manifest in school-age children and the general problems that may arise.

Neurological impairments may include the following:

1. *Cerebral palsy* (C.P.) is a condition in which brain injury affects control of muscles. One side or both sides of the body may be affected, with both arm and leg involved. There are cases in which only one limb is affected. C.P. children are usually multiple handicapped, that is, they manifest secondary problems which complicate the educational process. However, C.P. also appears in mild forms and children so affected can be mainstreamed in regular classes.

2. *Epilepsy is* caused by excessive electrical discharge in some nerve cells of the brain. (4) Children who are neurologically impaired tend to suffer from frequent bouts of seizures, but there are those children who have epilepsy but no other disorder. Teachers should be aware of the children in their classes who suffer from epilepsy and be informed of the correct procedures for dealing with attacks.

(1) MERCER, Cecil D. (1979). Children and Adolescents with Learning Disabilities. Columbus: Charles E. Merril Publishing Co., pp. 263-279.

(2) CALHOUN, Mary M., HAWISHER, Margaret (1979). Teaching and Learning Strategies for Physically Handicapped Students. Baltimore: University Park Press, pp. 16-17.
(3) Ibid, pp. 4-5.
(4) Ibid, pp. 22-26.

3. *Hydrocephalus* is a condition in which cerebrospinal fluid is blocked in the brain. This causes the skull to enlarge in order to accommodate the fluid, and unless surgery is performed to drain the blocked ventricles, the brain cells will be compressed by the excessive amounts of fluid, and progressive brain damage will take place. Children with untreated hydrocephalus and resulting brain damage will exhibit learning problems and require Special Education. If brain damage is non-existent or minimal in children who have been treated, then regular education is possible. (1)

Conditions such as poliomyelitis, spina bifida (myelonengocele), and spinal cord injuries caused by accidents, usually result in paralysis of varying degrees which affect mobility and independence. If there are no associated problems resulting in brain damage, then children so affected can be educated in regular schools. However, there may be bladder and bowel problems which may require medical management and social and self-care requirements. (2)

Health Handicaps include conditions which may affect a child's ability to cope with educational requirements to a maximum capacity. These include, among others, heart disease, cystic fibrosis, hemophilia, sickle cell anemia, arthritis, diabetes, asthma and cancer. (3) The major concerns associated with these conditions are: poor school attendance caused by frequent hospitalization or bed rest at home, lack of vitality, severe pain, special diets, medication, and limitations for performing physical exercises.

Most children who exhibit health handicaps are able to cope with the regular school programme, but may need resource personnel to help them cope with school work at times when they may be hospitalized or need bed rest at home.

Teachers should be aware of the special medical condition of these children, and resulting physical limitations, so that they can adequately cater to their needs and determine appropriate levels of activity.

(1) Ibid, pp. 26-29.

(2) Ibid, pp. 29-35.

(3) HALLAHAN, Daniel P., KAUFFMAN, James M. (1978). Exceptional Children- Introduction to Special Education. New Jersey: Prentice Hall, pp. 401-404.

Muscular Problems can seriously affect children's ability to cope with school work. Most children suffering from Muscular Dystrophy, which is a disease affecting the muscles supporting the skeleton resulting in deterioration of muscles, weakness and replacement by fatty tissue, can be educated in regular school programmes, but because of the progressive nature of the disease they tend to have a difficult time in school. These children gradually lose their independence and tend to become aggressive and hostile. As their conditions worsen and they become weaker and larger, special placement may become necessary. (4)

Support for children and parents is necessary in terms of encouragement and counselling. Teachers can help such children to learn and develop to the best of their ability.

Orthopaedic Problems

This category includes problems such as limb absence, Legg-Perthes Disease, Osteogenesis Imperfecta and Scoliosis.

Legg-Perthes disease is a temporary problem affecting children between ages 4-8 years, and involves destruction of the growth centre of the hip end of the thighbone. (5) During treatment, the child will miss school and may need assistance in coping with school work.

Osteogenesis Imperfecta or brittle bones disease refers to a condition in which bones break easily because they are brittle. (6) These children have normal intelligence and can be educated in a regular setting. However, the nature of their illnes will prevent them from participating in strenuous activity.

Scoliosis is a lateral curvature of the spine usually affecting teenagers, which can interfere with walking and breathing. (7) The problem can be treated and recovery is possible. During treatment periods, children

(4) CALHOUN, Mary M., HAWISHER, Margaret (1979). Teaching and Learning Strategies for Physically Handicapped Students. Baltimore: University Park Press, pp. 395-397.

(5) Ibid, p. 47.

(6) Ibid, p. 48.

(7) Ibid, pp.48-49.

will need extra help from teachers or resource personnel in order to keep up with school work. Teenagers will also need encouragement and counselling, because of peer pressure.

In summary, physically handicapped children are a heterogeneous group in terms of ability and severity of conditions, which makes it difficult to generalise about their academic potential and achievement. (1) Many attend school poorly because of frequent hospitalization and bed rest at home, and will need special help to keep up with school work. Some can manage the regular school programme while others need special placement. In addition, some pupils will need special teaching strategies because of associated learning problems.

Educational Implications for Handicaped Learners

All children who are labelled exceptional need special methods, special materials and equipment if they are to achieve to their fullest potential.

For the diagnostic categories dealt with in this paper, only those with mild learning problems will be considered. General methods for working with these children will be discussed with the understanding that teachers must be aware of the children's individual problems and make adjustments and modifications to suit their special needs. The regular school curriculum can be used with mildly handicapped learners bearing in mind that progress will be slower than that of normal learners, and that the input and output modes may have to be modified.

For mildly mentally retarded children, the teacher must also bear in mind that there comes a point of levelling off in academics (3rd to 6th grade). Beyond this, the concentration should be on vocational skills.

Children who are learning disabled, that is, experience difficulty in one or two academic areas, may be able to overcome their difficulties to the extent that they are able to cope at a minimal level with their school work and progress trrough all levels of the school system

(1) Ibid, pp. 91-112.

General Teaching Strategies

Before instruction can begin, a teacher must be aware of the functional levels of her pupils and identify specific problems or deficiencies that they may have.

Therefore a diagnostic-prescriptive approach is essential.

The following guidelines will help teachers of primary and lower grades of secondary schools, to plan appropriate programmes and methods of teaching for mildly handicapped learners:

1. Determine the instructional levels of pupils

This can be done through the use of formal and informal teacher-made tests. In developing countries, formal tests are not always readily available. However, teachers with a knowledge of 'tests and measurements' and also with information on requirements for achievement at each grade level, can construct informal educational tests in language skills, math skills, and perceptual skills, which will help to determine levels of pupils. These tests will also assist teachers in identifying specific areas of difficulty which will require remediation, in the various components of the test. The tests administered can also serve as post-tests for evaluation purposes.

2. Analyse the learning styles of pupils

Testing in the perceptual areas (auditory, visual, tactile, kinesthetic), and observation will help the teacher determine the pupil's learning styles or modalities. That is, what methods the child is more comfortable with, and which ones are most difficult for him/her.

For example, does he learn best through auditory, visual or kinesthetic/tactile modes? Or does he perform best when a combination of all modalities are used? The teacher who has this information will greatly increase the efficiency of instruction. (2)

(2) MERCER, Cecil D. (1979). Children and Adolescents with Learning Disabilities. Columbus: Charles E. Merril Publishing Co., pp. 75-80

3. Plan for Instruction

Once the pupil's functioning level and learning styles have been ascertained, the teacher can now formulate a programme by identifying objectives (long term, and short term for them). Skills to be taugth should also be anlysed and sequenced. Where possible, individual educational plans should be prepared. Teaching strategies should be determined to match learning styles. However, a multi-sensory approach is suggested for groups of learners as it will not always be possible to give individual attention. (1)

4. Begin Instruction

Pupils should be adequately prepared for the learning task. Interest should be created by establishing a purpose for learning and using carefully chosen motivational devices. Background experiences for learning may be provided through field trips, tape recordings, films, nature walks, etc.

The learning material or stimulus should then be presented to students with guidance from the teacher in terms of giving information, questioning pupils, giving feedback, reinforcing efforts or correct responses, and modelling correct responses for pupils. (2)

Use of the multi-sensory approach (3) incorporates tracing, hearing, writing, and seeing. This is often called the VAKT approach (visual, auditory, kinesthetic/tactile). The following is an example of this approach:

Objective: Pupils will write the letter "a".

Method 1: Teacher writes the letter "a" and says it. (This is the letter "a").

2: Pupil traces the letter "a" while saying it. (Uses felt or sandpaper letter).

3. Pupil copies the letter "a" and says it. (Copies on desk, in air, on paper, in sand).

4. Pupil writes the letter "a" from memory

This method can also be used in teaching arithmetic facts.

Another multi-sensory approach which is used for teaching reading to pupils with severe reading problems is the neurological impress method. (4) This involves the teacher and pupil reading together aloud and rapidly. The child moves his finger along the words as he reads.

Regardless of the method used, the teacher must make sure that the pupils are understanding and learning the material by continuous assessment (teach-test-teach-test).

In summary, teachers should provide for success experience which will help to build self-esteem which is so lacking in children who are constantly failing. Providing positive reinforcement for correct or desirable responses will also help in achieving this goal.

Instructional Materials

The type of instructional materials to be used in teaching will depend on the specific lesson. However, if the multi-sensory approach is being used, there must be a great variety of visual and audio aids, for example, objects (real and representational), charts, blackboard, maps, flannel graphs, plasticine, clay, blocks, cuisinaire, rods, measuring cups, mobiles, sand trays, films, slides, flash cards, books, magazines, pictures, water tables, etc., will enhance the visual tactile/kinesthetic modes. Taped recordings, record players, musical instruments, audio teaching machines, etc., will enhance the auditory mode.

Array of Services

In order to adequately serve exceptional children an array of services (5) is needed. I will attempt to list the services that should be provided for school aged children under the following headings:

(1) Ibid, p. 80.

(2) Ibid, p. 80

(3) Ibid, p. 80

(4) Ibid, p. 424

(5) BAROFF, George S. (1974) Mental Retardation: Nature, Cause and Management. Washington, D.C.: Hemisphere Publishing Corporation, pp. 122-125.

1. Identification
2. Diagnosis
3. Placement
4. Parent Counselling

(It must be remembered that mildly handicapped learners are being considered).

It is, therefore necessary for all classroom teachers to acquire knowledge about exceptional children and develop skills for dealing with them, if the concepts of "education for all" and "mainstreaming" are to be fully realised. It is hoped that through a medium such as this workshop, the

SERVICES	AGENTS	PERSONNEL
IDENTIFICATION Screening	Schools, Clinics, Home	Class teachers, principals itinerant teachers, resource teachers, public health nurses, doctors, parents.
DIAGNOSIS Educational Testing, Medical Treatment, Management	Local Associations for disabled children, Diagnostic and Therapeutic centres	Special educators, psychologists, nurses, social workers, medical doctors, physical therapists, occupational therapists, speech pathologists
PLACEMENT Education Therapy	Schools, Therapeutic centres, Special Learning centres	Regular class teachers, special educators, resource teachers, itinerant teachers, occupational therapists, speech therapists, physical therapists
PARENT COUNSELLING	Public schools, local associations for disabled children, Diagnostic and Therapeutic centres, Churches	Special educators, social workers, regular class teachers, psychologists, medical personnel Ministers of Religion, therapists, guidance counsellors.

CONCLUSION

All teachers in the educational system should be prepared to work with children who have special needs. In fact, they have been doing this over time, since many children in the regular schools have never had their problems diagnosed. Many of these children have become school drop-outs or have remained at the "foot" of the class throughout their school career.

consciousness will be awakened in teachers of their responsibility to the nations' children whether they are normal or handicapped. It is also hoped that governments will see the need to equip the schools with special facilities, reduce the pupil-teacher ratio and provide resource personnel which are all important pre-requisites for mainstreaming.

OREALC ACTIVITIES

Final Report of the Meeting of the Board of the Regional Intergovernmental Committee of the Major Project in the Field of Education for Latin America and the Caribbean.

I. INTRODUCTION

1. The meeting of the Board of the Inter-governmental Committee of the Major Project was called by Unesco's Director-General in response to a suggestion from the President of the Committee.

This meeting was held in Mexico City between August 19-22, thanks to the generous assistance of the government of this country.

2. The inaugural ceremony was hosted by Luis Medina Peña, the Under-Secretary for Educational Planning within the Secretariat of Public Education (S.E.P.), and was attended by authorities from the S.E.P.; the Unesco Representative in Mexico, diplomatic representatives from a number of member states, and directors and officials from different agencies within the S.E.P.

The meeting was addressed by Mr. Juan Carlos Tedesco, Director of the Regional Education Office for Latin America and the Caribbean, Mrs. Nelida Baigorria, President of the Committee, and Professor Luis Medina Peña, Undersecretary of Educational Planning within the Mexican Secretariat of Public Education.

3. Mr. Tedesco welcomed the participants on behalf of Unesco's Director-General, and thanked the Mexican Government for its generous offer to host the meeting.

He reminded the meeting that the regional Plan of Action of the Major Project approved in Bogota recognizes that the results obtained in the next four or five years will be decisive in achieving the objectives of the Major Project. Within this framework, the dynamism and initiative of the Board of the Committee expressed in the invitation to this meeting are an eloquent testimony to Member States' commitment to the Major Project.

4. Mrs. Nelida Baigorria recalled the previous President of the Committee, Dr Uribe de Eusse, and committed herself to accomplish the mission that she was taking on in accordance with the Rules of the Committee. She said that the objectives of the Projects are fundamental to prevent a widening of the gap between the developed and developing countries, and linked the achievement of the objectives of the Major Project with a strengthening of patterns of democratic life in the region. Finally, she affirmed that the Board of the Committee is beginning to take shape as an effective body with a leading role to play in strengthening the Major Project.

5. Professor Luis Medina Peña welcomed the participants on behalf of Professor Miguel González

Avelar, the Secretary of Public Education, and reaffirmed Mexico's deep interest in all aspects of the Major Project in the Field of Education. He emphasized the work being carried out by Unesco in its spheres of responsibility, and said that despite the difficulties the agency was facing at the moment, it was continuing to consolidate its work. Finally, Professor Medina Peña gave a summary of Mexico's achievements with respect to the objectives of the Major Project, and said that the crisis facing the countries of the region forced them to show greater solidarity with each other and co-operate to achieve common objectives, such as those underlying the Major Project.

At 11.30 on August 19, the Meeting of the Board of the Regional Inter-governmental Committee of the Major Project was declared open.

II. AGENDA

6. The Board meeting started immediately, with the following members being present:

1) Prof. Nelida Baigorria, President (Argentina)

2) Mrs. Marie Denise Jean, Vice-president (Haiti)

3) Mr. Juan Prawda, Vice-president (Mexico)

4) Mr. Wilford Carrington, Vice-president (Trinidad and Tobago)

5) Mrs. Alicia García Bejarano, Vice-president (Colombia)

6) Mr. Marvin Mathews, Relator (Costa Rica)

7. The President read out a telegram sent from Havana, explaining that the absence of Mr. Orestes Martinez was due to health problems. At the same time she explained that, in accordance with article 8.2 of the Committee's Rules and following the resignation of Dr. Marina Uribe de Eusse, the Colombian Government had named Mrs. Alicia Garcia Bejarano, the General Director of Educational Administration and Inspection as the country's representative in the Committee; in accordance with the same article, Haiti had designated Mrs. Marie Denise Jean to replace Mrs. Marie Jose Georges.

8. The President put forward the following agenda for approval by the Board:

a) Examination and approval of proposed Report of the Committee's Activities to be presented at the 24th Meeting of the Conference.

b) Miscellaneous items.

9. It was suggested that the following subjects should be included in the point,"Miscellaneous items":

a) Financing of the meetings of the Board of the Committee.

b) Monitoring and implications of the recommendations adopted at the PROMEDLAC II, as requested by Mr. Antonio Yepes Parra, the Colombian Minister of Education, in a telex of july 30. 1987.

c) Location of PROMEDLAC III meeting.

d) Analysis of profiles of special projects within the framework of the Regional Plan of Action approved in Bogota, to be presented to possible sources of extra-budgetary financing

10. After a short exchange of opinions and informations the agenda was approved.

III. EXAMINATION AND APPROVAL OF THE PROPOSED REPORT OF THE COMMITTEE'S ACTIVITIES TO THE 24TH MEETING OF UNESCO'S GENERAL CONFERENCE

11. All the members of the Board participated in an intense exchange of opinions on the contents of the report. There was general consensus that the issues covered in the preliminary draft presented for discussion needed to be strengthened by adding new paragraphs wich would reflect the results of the Board's meeting.

These paragraphs should refer to the points included on the Agenda: the venue of the PROMEDLAC III meeting, funds for the transport of the Committee and support for special projects. Furthermore, it was pointed out that the President would need to communicate to the 24th Meeting of the General Conference, the desire of member States in the region that Unesco's aid for the countries of Latin America and the Caribbean

be increased and that this assistance be focused on activities associated with the objectives of the Major Project and its mechanisms of co-operation (co-operation networks and SIRI)

IV. MISCELLANEOUS ITEMS

Financing for the Meetings of the Board

12. The President of the Committee informed the Members of the Board of the steps taken to obtain funding for the meeting from the Director General of Unesco. She expressed her profound gratitude for the understanding shown by Unesco in relation to this request and suggested that, to ensure that the Board would be able to function in the future, a Resolution Project should be drawn up which could be put forward for approval by the next General Conference.

Venue of PROMEDLAC III

13. At the request of the President, the Secretary informed the Members of the Board of the work carried out in relation to the above point by the former President of the Committee, Mrs. Uribe de Eusse.

It was recalled that on May 13, 1987, Mrs. Marina de Eusse had sent a telex to the Director General of Unesco indicating that Guatemala had confirmed the offer made during MINEDLAC VI and that, in order to assist the Guatemalan authorities in their arrangements, it was requested that some response be made to this offer. The Secretary reported that the Director General was unable to respond to this request until the general Conference had approved the Programme and Budget for the 1988-1989 period, which covers the organization of PROMEDLAC III.

14. A number of Members of the Board expressed their views on this subject, indicating that they felt that the President should make the Director General aware of the opinion of the Members of the Board that once the 24th General Conference had approved the holding of this meeting, Guatemala should be designated as the location.

Follow-up to the resolutions adopted at PROMEDLAC II.

15. Colombia's representative, Mrs. Garcia Bejarano, expressed her country's interest that, as indicated in the telex sent by the Minister of Education to the Members of the Board on July 30, the implications of the resolutions adopted during the meeting in Bogota be discussed. In this respect, she said that the Board should adopt certain specific proposals which would allow the actions of the Major Project to be strengthened and made more dynamic.

Another Member of the Board stated that, sharing the concerns expressed by Colombia, the special projects which would be discussed in the following point could be seen as a possible way of meeting this need.

The Members of the Board accepted this principle, and moved on to a discussion point referring to the special projects.

Special Projects

16. The President requested that the Secretary inform the Members of the Board of the activities carried out in this field. The Secretary reported that Unesco, through its specialists and on the basis of the contributions made at the various meetings of the Major Project Co-operation Networks, had drawn up a set of project profiles designed to satisfy the different priorities of the Regional Plan of Action. These Projects are:

- Regional System of Information of the Major Project in the Field of Education for Latin America and the Caribbean, SIRI.

- Regional Project for Exchange and Co-operation in the Training of Trainers in Educational Planning and Administration.

- Literacy Project for Indigenous Groups.

- Project for Family and Community Participation in Integral Care for Children from 0-7 years old. The Secretary of the Committee described the characteristics of each of these projects and requested that the Members of the Board not only analyse these projects, but that they also consider whether there are other priority areas for which regional projects should be drawn up.

17. Commenting on the projects, Mexico's representative congratulated OREALC for its work, and expressed his overall support for the proposals, since these reflected major con-

cerns both of Mexico and of the Regional Plan of Action.

Other members of the Board ratified the words of the representative of Mexico, and it was agreed that each of the Projects, as well as the new lines of action, would be discussed in detail.

Regional Information System of the Major Project in the Field of Education for Latin America and the Caribbean (SIRI)

18. Among the objectives to be achieved by this Project within a period of five years, are the following:

a) The consolidation of the Regional Information System (SIRI) through a strengthening of its sub-systems: bibliographical information, qualitative information on the National Plans of Action, and Socio-educational Statistical Information.

b) To link up the National Systems of Educational Information to one another and to SIRI's National Focal Point.

c) To draw up comparable and reliable indicators which provide bases for decision-making and for evaluating educational policies.

d) To identify the most appropriate technological instruments for handling and communicating information.

The members of the Board were agreed on the importance, far-reaching significance and usefulness of this Project, whose most interesting innovation is to include the measurement of quality as one of its basic components, both in terms of the development of efficient educational planning at a national level, and for the progress of the Major Project at the regional level. The Project was approved unanimously.

Regional Project for Exchange and Co-operation in the Training of Trainers in Educational Planning and Administration.

19. This project, which is intended to provide a strategy which will allow the best use to be made of the resources of the institutions which participate in REPLAD, in the context of the financial crisis which is affecting the education sector, has been formulated to bring about a qualitative improvement in the training given to those who administer and plan education in the region.

The analysis of the scope of this project gave rise to an intense debate, from which it became clear that there was a high degree of consensus over the importance of this activity. However, the members of the Board put forward some comments on the way it would be carried out. To summarize, the members of the Board observed that the Latin American and Caribbean region has a number of specific characteristics which tend not to be taken into account in international literature. It was stated, moreover, that one of the most serious difficulties that this project would have to face was how to provide a training appropriate to the socio-political and economical realities in the region, and how the people trained in the project could be productively incorporated into national institutions. The members of the Board were emphatic in stressing the need to closely monitor and carry out periodic evaluations during the course of the Project, in order to make the necessary adaptations to ensure its success in providing benefits for the region. The project was approved unanimously.

Literacy Project for Indigenous Peoples

20. On the grounds that there are about 30 million indigenous people in Latin America who belong to more than 400 ethno-linguistic groups, ranging from micro-ethnic groups with less than one hundred members, to macro-ethnic groups with millions of members, and given that education has only achieved very limited results and that in fact one finds the highest rates of illiteracy, poor performance in school, repetition of grades and dropping out in indigenous areas, it is proposed, through this project, to support national efforts in five priority areas:

- Development and training of human resources to work at different levels to implement educational programmes better suited to specific linguistic and cultural characteristics.

- Production of instructional materials.

- Research designed to strengthen a linguistic

and cultural education, to identify subjects for the curriculum, and the elaboration of teaching materials and methodologies, among other things.

- Politics and strategies.
- Exchange of experiences and horizontal co-operation.

In the course of the discussion, the participants drew attention to the need for the project also to concern itself with the recovery of indigenous people's cultural identity. The project was unanimously approved.

Project for the Participation of the Family and the Community in Programmes of Integral Care for Children from 0 - 7 years old.

21. Given that an extension of the coverage of pre-school education to the sectors with least resources will only be possible if flexible models that combine efficiency in the use of available resources with curriculae that are culturally and socially relevant, the project proposes three main areas of regional co-operation activities:

- Production of materials and guides for producing materials oriented towards pre-school education activities.
- Training of human resources, both teachers and the administrators and planners of programmes of this kind.
- Development of a systematic work of recording and publishing information on experiences in this field.

All the members of the Board recognized the importance of projects of this kind. It was pointed out that such programmes need to be linked to literacy and adult education -particularly education for mothers- to ensure the sucess of such strategies; after a wide-ranging exchange of opinions, the projects was unanimously approved.

22. Having completed the analysis of the projects, some members of the Board made comments on and proposals for projects to be carried out on other subjects. Three concrete proposals were presented:

- Project on the teaching of reading, writing and mathematics in the first few grades of primary school.
- Project on post-literacy linked with employment.
- Project to improve science teaching in primary schools.

23. The project for teaching reading, writing and mathematics was put forward by the representative of Mexico. In presenting his case, he recalled that the highest rates of failure at school are found in Latin America and the Caribbean and that these rates are partly associated with factors within the school system. Children enter school with different levels of development and maturity, but teachers are trained to deal with all the children in the same way. Given this situation, Mexico has developed a successful project in this field, which it would like to submit for consideration by the Board. For this purpose, Mexico's representative requested that Dr. Margarita Gomez palacio, the Director of Special Education and person in charge of this project, be authorized to intervene in the discussion.

24. Dr. Gomez Palacio said that, "the proposal for the teaching of the written language and mathematics" was first tested with a population of 500 groups from 8 States in the Federation, and it achieved a 90.8% success rate in first grade, and 92.8% sucess rate in the second grade. Secondly, the project was extended to 6,000 groups in 15 States, and in these almost the same degree of success was achieved.

This project has two important aspects: training in specific skills and advice for the skilled workers on how to handle "proposals", and the understanding of and respect for children's levels of knowledge, with the provision of activities and opportunities for full development.

25. The members of the Board expressed their interest in the experience of Mexico, and recognized the importance of this problem. With respect to this point, it was proposed that this line of work should be taken as a priority, and that the following activities be organized.:

- Publication in the Bulletin of the Major Project of an article describing Mexico's experience.

• Organization, in 1988, of a regional meeting of specialists and people responsible for policies in this field, to analyse the problems and define the basic elements for a regional project.

26. The project for post-literacy linked with employment was presented by the President of the Committee and was complemented by comments by the representative from Colombia.

Professor Nelida Baigorria referred to the importance of the problem of obsolescence in the training for employment given, which is at present affecting broad sectors of the population, and emphasized that this problem needed to be dealt with by studying the possibilities for distance learning. Dr. Garcia Bejarano referred to the experience of Colombia in this field, and reaffirmed the importance of programmes of this kind, especially for young people.

The members of the Board gave this subject full discussion, and particularly concerned themselves with the experiences of distance learning, which in some countries have not been successful. Finally, it was agreed to request OREALC to prepare an analysis of the subject of post-literacy linked to employment and the role of distance-learning strategies. At the same time, mention was made of the need to include the problem of adult basic education in this analysis. Finally, OREALC's analysis should include a proposal for activities in this field with perspectives of being transformed into a regional project.

27. In relation to the project for improving science teaching in primary schools, Mexico's representative presented this problem in terms of the high level of obsolescent contents included in the curriculum for primary schools in all the countries in the region. The members of the Board recognized the importance of this problem and agreed to request OREALC to present a proposal on this subject.

V. FINAL SESSION

28. The Meeting of the Board of the Regional Inter-governmental Committee of the Major Project in the Field of Education for Latin America and the Caribbean ended its discussions by approving a call to the finance agencies whose text reads as follows: the Board of the Regional Inter-governmental Committee of the Major Project in the Field of Education for Latin America and the Caribbean, conscious of its historic responsibility, has given a clear indication of the areas demanding priority and urgent action in the sphere of educational development for our nations, and has identified a set of projects whose rapid introduction and development will contribute to the individual and social growth of the inhabitants of this region. Nevertheless, the identification of priorities and the drawing up of projects cannot on their own - and without the necessary financial backing- provide solutions to these pressing problems. For this reason we are requesting, as an ethical imperative, collaboration in achieving these aims from all International Agencies, the Governments of the developed countries, Foundations and beneficent organizations and all those whose sense of solidarity commits them to concern for this sector of the world which is today experiencing one of the most serious and profound economical crises in its history.

We make this call and declare that we have a mandate to procure the assistance and funding that we require, with the moral authority of people who know how to decide their own destiny and who have the will, determination and ability to achieve it.

29. This report was unanimously approved in the final session of the Board's meeting. Also in this session, it was agreed that the Board would express its sincere thanks to the management and staff of the Jose Maria Luis Mora Institute, where the meeting was held, for the facilities they provided over the days that the session was held. In closing the meeting, the President of the Committee commented that the meeting represented a significant step forward in strengthening the Major Project and making it more energetic, and she once again thanked the Mexican authorities for their hospitality towards the members of the Board. At 19.00, she formally ended the sessions.

REGIONAL NETWORK FOR FORMING, PERFECTING AND TRAINING EDUCATORS -PICPEMCE-

1. Regional Workshop for Guidance in the Development of Training Materials for Early Education.

This took place in Santiago, Chile, at the OREALC offices, between June 8 - 12, 1987, and was supported by UNICEF and the Organization of Ibero-american States (OIS). It was planned as a means of integrating culturally different materials, in the framework of the PICPEMCE Network (Programme for Innovation and Change in the Preparation of Educators to Improve the Quality of Education).

The intention was not simply to put the materials produced under the auspices of Unesco to use, but also to take advantage of materials produced with UNICEF's support in different countries in the region.

The 19 participants brought materials produced in 14 different countries in the region and split up into groups to analyze their experiences of training for parents, professionals, children and teachers, in order to identify: i) criteria for developing training materials for different target-groups; ii) methodologies to evaluate these materials and their use; iii) criteria for adapting the materials to different socio-cultural settings; iv) ways of organizing training sessions for the groups they were working with and to evaluate these experiences.

The Workshop produced four guides to give support in developing materials for children in the region in the first years of life: a) a guide to facilitate the selection of general criteria to analyze materials; b) a guide for analyzing materials already in existence; c) a guide for adapting material, especially for different cultural settings; d) a guide to procedures and strategies for promoting the production, adaptation and use of the materials.

These handbooks and the final report on the meeting will be published by OREALC in the second half of 1987 and sent to the PICPEMCE Network's focal points.

Another activity coming out of the Workshop was the production of a leaflet entitled "Parents, the first educators". It is intended that other leaflets be produced in 1987 by participants in the Workshop, on the following subjects:

- The importance of the community.
- How to organize training activities.
- Promoting projects.
- How to obtain resources.
- I like my programme because...

These publications will be aimed at people involved in assisting a child's development during the first years of life.

The regional workshop also agreed on plans for follow-up on the way the materials were being used by each participant in his/her respective area of work.

2. Regional Workshop on Improvements in the production of material for population studies to be used in primary schools and post-literacy.

This workshop was aimed at people responsible for population studies courses in the region. It was organized by Unesco and took place at the offices of OREALC in Santiago, Chile, between May 27 and June 5, 1987, with the participation of 29 professionals.

The Workshop was closely linked to the Major Project, the PICPEMCE Network and the Programme for Population Education in the region.

The work included field trips, workshops, practical work and plenary meetings, and focussed on: i) demands and needs; ii) resources for meeting these; iii) the concrete experiences of national projects; iv) aspects of the promotion of materials; v) testing of the materials and the evaluation of the context in which they are being used.

The principal product of the meeting was a Guide for Improving the Pro-

duction of Materials for Formal and Non-formal Education. The guide uses the same units as the meeting, and has five parts: a) detecting educational demands and needs, for the production of materials; b) resources and criteria for the selection or elaboration of materials; c) the elaboration of educational materials; d) promotion of materials; and e) testing materials and processes.

After it has been expanded and corrected, the handbook should be useful for the production of material for primary school and for post-literacy programmes. It will be distributed to the PICPEMCE Network's focal points.

3. Inter-regional Seminar on community education as a way to deal with school failure.

This Seminar was held in Belo Horizonte, Brazil, from May 8 - 11, 1987, within the framework of the PICPEMCE Network, and took place at the Joao Pinheiro Institute of Human Resources (JPIHR), an institution which has been selected as a "focal point". The Seminar was sponsored by Unesco, JPIHR, and the ICEA (International Community Education Association), and was supported by UNICEF, the Organization of American States, the Freudenberg Foundation, and the Van Leer Foundation. 122 specialists in community education from eight countries and two continents attended.

The work of the meeting was carried out at plenary sessions and working in groups, and the participants had the opportunity to visit a community education project in a poor neighbourhood near Belo Horizonte, in which parents are engaged in producing and selling furniture and crafts, while pre-school children have activities involving education and work at the same place as their parents.

On this occasion, decisions were taken on the basic elements for the organization of the next world conference of the ICEA in Latin America, which will be hosted by Brazil.

The main speeches at the plenary sessions were given by Moacyr Gadotti, a well-known Brazilian educator and writer, Dr. John Rennie, Director of the Centre for Community Education in Coventry, England and Dr. Jurgen Zimmer, Vice-President of the ICEA.

Reference was made to the need for change in the preparation of educators and in implementing the curriculae in the classroom, and examples were given of specific community education projects.

The work in groups concentrated on seven subjects: a) pre-school education as community education; b) children in the community; c) learning and production; d) failure at school; e) health and community education; f) the curriculum in the community; g) community education with adults.

The Final Report, which will be published jointly by OREALC and JPIHR, will bring out the fundamental issues in the plenary sessions and the work in groups.

4. Regional Seminar on the Universalization of Primary Education and Literacy - UPEL-

The Seminar was held in Sucre, Bolivia, from May 5 - 9, 1987, and was organized by the regional Offices of UNICEF and Unesco, with the participation of the host government, UNICEF, members of the three UPEL projects (Peru, Bolivia and Nicaragua), as well as other participants who presented innovative experiences (Mexico, Guatemala, Haiti, Ecuador, Colombia, Venezuela, Brazil, and Argentina); in all, 37 professionals participated.

In the meeting UPEL projects for literacy and adult education, early and primary education were presented and discussed. The following aspects were considered:

- Requirements (variables and indicators) for a situation analysis.

- Integration of the various levels and between the different sectors.

- Problems of girls and women.

- Alternative formal and non-formal systems.

- Study topics, methods and education agents.

The participants made an analysis of the projects presented (both the UPEL and the other projects) and established principles which may help governments in the region and the two United Nations organizations to plan more concrete actions within

the three areas mentioned. The Sucre declaration expresses many of the concerns of the participants.

They concluded that there needs to be closer co-operation between the two organizations. Unesco will give advice to UNICEF on aspects of culture and education for children over six years old, and will, in turn, receive advice from UNICEF on the integral education of children in the first years of life.

The definitive version in Spanish of the Final Report will be published by the two Regional Offices of UNICEF and Unesco, as well editions in English and French, which will be included in the Unesco-UNICEF co-operation programme.

National-level Activities.

1. **Bolivia:** Bolivia is working hard to put a National System of Formation, Training and Advanced Training into operation, within the framework of the PICPEMCE Network. The first meeting of the National Directory Committee, with representatives from Directorates working on educational planning, rural education, non-university higher education (urban and rural), technical services for teaching, institutional evaluation, programming and investigation, began work in the first week of June. A Technical Commission and an Expended Commission were also formed.

The first task was to make a diagnosis of the system of formation, training and advanced training of teachers, to be discussed at a national workshop.

A more immediate activity planned by Bolivia is a programme of in-service professionalization of all teachers working in Special Education and an in-service training programme for teachers working in normal and primary schools, to help children with learning difficulties and to integrate handicapped children into ordinary schools.

As the Ministry of Education and Culture reorganizes its schedules, the PICPEMCE Network will adapt its own work to the new situations.

2. **Colombia,** Bogotá: the efforts to unite the activities of the Pilot Experimental Centres (CEPs) with the formation and training being done at various universities continues to be a basic concern of the National Directorate of Training, the PICPEMCE Network's focal point in Bogota. Work is also continuing on a project in the Information System on the training and the quality of education, a problem issue in all the countries in the region which are promoting co-ordinated changes in the formation and training of educators.

Cali: The Network of Faculties of Education, which groups a dozen universities in the South-West of Colombia in the PICPEMCE Network, is continuing its planned activities. Each university is developing an innovative project, and they inform each other about progress and changes through an Information Letter. Among other activities, they are carrying out the following projects:

- Distance training of community educators.

- Training of leaders in the educational field to develop the Agua-blanca District, by means of the distance-learning programme.

- Education in the mass media.

- Environmental research, observation and evaluation.

- Research project within a training programme for primary school teachers.

- Training of gymnastics teachers in an area inhabited by Guambian indians.

3. **Chile:** Maria Eugenia Nordenflycht, a teacher and Head of the Office for National and International Agreements, has been appointed as the new co-ordinator of the PICPEMCE Network in the focal point, the Centre for Pedagogical Perfection, Experimentation and Investigation in Chile.

Among the main activities programmed for 1987 are the publication of the Final Report of the Seminar-Workshop on "Innovations in the Formation and Advanced Training of teachers", held at the centre in November 1986; a register of all the institutions participating in the Network; a series of workshops in the different regions of the country to promote activities related to the principal concerns of the PICPEMCE Network; and the promotion of specific innovative measures in universities and the country's Training Centres.

4. Ecuador: As an activity to support the focal point institution of the PICPEMCE Network in Ecuador -the National Directorate of Training and Perfection and Educational Research (DINACAPED)- the CIPTE is producing a document on research work and innovative experiences, especially in the formation and training of teachers, the design and improvement of curriculae and innovative methodologies for educational planning. This will be used at a National Meeting of Investigators.

DINACAPED is also completing work intendend to produce a unit for generating innovation and change in teaching, designed to produce professionals who not only have the theoretical background for work in the community, but also a deep sense of commitment to the traditionally marginalized peoples. This is meant to include methodologies for dialogue which might be used in distance-learning, and it is made up of four units.

5. Panama: Panama is the newest member of the PICPEMCE Network, having been officially accepted in July 1, 1987, during a Workshop on "Innovation and Change in the Preparation of Educators", which took place in the Teacher's College in Santiago, Panama.

Within the Major Project, and taking the national realities into account, it was decided to concentrate activities on four areas: a) child care; b) adult education; c) the quality of education; and d) the formation of educators. The last two points are the key to the activities of the PICPEMCE Network in this country.

It has been possible not only to create a Committee made up of the different directorates in the Ministry of Education and key staff working at the Teacher's College (Panama has only one such college for the whole country), to promote innovation and change in this field, but also to draw up a plan of action for 1987-1988. Basically, the plan aims to coordinate the activities of the different departments, which previously worked separately, in a major effort to improve the conditions and training of primary school teachers.

6. Peru: In Peru a National PICPEMCE Network has been created with the participation of the Ministry of Education and other ministries, universities, higher institutes of education, technology and art, educational centres and institutes for social extension and information, private and public institutes concerned with research and development, and non-governmental institutions and agencies linked with social development.

The specific goals established by the Network are:

- To promote the elaboration of new methodological strategies, the development of educational technology and alternative models which lead to innovations and improvements in the quality of teacher training and formation in each of the Network's institutions.

- To publicize the products, materials and experiences generated in each of the Network's institutions.

- To record experiences which demonstrate innovative and participative methods of forming and training educators.

- To adapt important experiences in innovation which have been developed in other countries in the Network.

- To encourage the use of research and educational experiments to improve programmes for forming and training educators.

The organization of the Network is seen as occurring gradually, with activities first being promoted at the Sub-Network level. The first Sub-Network operational will be in Cajamarca, with the Cajamarca Departmental Directorate of Education as the headquarters.

Cajamarca was the venue for a meeting in 1986 for the analysis and discussion of the process of innovation and change and how to implement a national-level Network. To a great extent, the Project for a National PICPEMCE Network is a follow-up from the ideas developed at this seminar.

7. The Dominican Republic: The PICPEMCE Network is developing a new style in the organization of activities, with the General Directorate of Formation, Training and Advanced Training of the National Teaching Profession as its focal point. A working group has already been formed which has designed a draft project: "plan of Innovations in Teacher Training".

This involves a more integrated development of

activities, with a National Seminar-Workshop to be held in October looking at the following subjects:

- Strategies to stimulate the internalization of ethical and aesthetic values in teacher training so that these shape teachers' personal, professional and social lives and their actions in the community.

- School-community relations, with the teacher training college as a centre for the formation of teachers as a model to be imitated.

3 Sub-secretaries, 18 General Directors, 10 Regional Directors, 5 Directors of Teacher Training Colleges, a representative of the Episcopate and 13 representatives from universities and teacher training institutes participated in the meeting.

8. Guatemala. Although Guatemala has not officially joined the PICPEMCE Network, its entry is planned through the establishment of a new Unit in the Ministry of Education which will be responsible for a programme to adapt the curriculum for teacher training.

9. Honduras: The Centre for Up-dating Teaching (CAM) and the "Francisco Morazán" Higher Teaching College are the two focal points of the PICPEMCE Network in Honduras. CAM, a división of the Ministry of Education's primary Education Department, is working with 1,492 teachers in 33 groups to introduce a new educational approach at the level of basic education.

10. Cuba: The Ministry of Education has approved Cuba's entry into the PICPEMCE Network by appointing the General Directorate for the Training of Teaching Staff as the focal point. During the second half of 1987, it is intended to organize a plan of action related to the work of the Network.

11. English-speaking Caribbean: With an innovative approach to teacher training and with a view to co-operating in the textbooks project in the Eastern Caribbean, the PICPEMCE Network is being formed in four countries in the English - speaking Caribbean: St. Christopher-Nevis, St. Vincent and the Grenadines, Barbados and Guyana.

12. Brazil: The Joao Pinheira Institute for Human Resources (JPIHR), which is attached to the Ministry of Education's Fund for Student Assistance in Belo Horizonte, is the first focal point of the PICPEMCE Network in Brazil. The JPIHR organized an initial meeting to set up the Network which took place in early May, and was attended by technical staff from five states and various municipal authorities.

At this meeting, the first plan was drawn up for sharing innovative approaches and encouraging teachers, especially in marginal areas. In the sphere of the universities, the first contacts were made between OREALC and the Department of Teaching Methodologies at the State University of Campinas to discuss the possibility of OREALC encouraging innovative measures for teacher training in the universities.

13. Uruguay: During the International Seminar held in Montevideo in December 1986, a plan of activities for 1987 was established for the PICPEMCE Network, in terms of concrete projects- co-ordinated by the Network's zonal focal points. The first activity, Bilingualism in Border Areas, started with the holding of a seminar in Rivera attended by the focal points near the border with Brazil and various specialists from both countries. It finished with tasks for each group and a plan for follow-up. Four months later they met again to analyze the progress made by the project, and were able to appreciate the interest aroused in both countries.

Every three or four months, the representatives of the zonal focal points of the Network meet with the national co-ordinator to analyze the progress of the projects. At the last meeting it was decided to support the following projects:

- "Training for Teachers in Bicultural Areas".

- "Bi-lingualism in border areas".

- "Training for teachers participative methodologies".

- "Environmental studies in teacher training".

- "Programme of integrative socio-educational action for initial education".

Study visits

1. Berta Braslawski, working at the Educational Planning Department of the Municipality of Buenos Aires, participated in the II Reading Days in Santiago, Chile, an event organized by the Chilean Reading Association in early August 1987.

2. Professor Diogenes Vergara Lara of Bogota travelled to San Jose, Costa Rica, to act as the co-ordinator of a workshop for training specialists from different disciplines involved in the Pilot Project on Education for Movement, an activity of the PICPEMCE Network.

3. Oscar Mogollon, of the Directorate of Teacher Training of the Ministry of Education in Bogota, and Israel Ayala of the Programme for Advanced In-service Training for Teachers in El Salvador, participated in a Regional Seminar on "Educational Methods in Unfavourable Circumstances" which was held in Mar del Plata in Argentina and they led the Workshop for Argentinian educators on teacher training, organized by the Sub-secretariat of Educational Behaviour in Buenos Aires, and they visited new experiments in curriculae in Santiago, Chile, in July 1987.

Other Activities

1. After an analysis of the proposals made by the different members of the PICPEMCE Network, it was decided to focus actions on the following areas:

- Distance-learning.
- The inter-disciplinary approach.
- Teaching materials.
- Methods of writing and reading.
- Preparation of educators for unfavourable circumstances.
- Critical approach to the local reality.

Of course, any member country in the Network can deal with other areas, depending on the conditions they are working in.

2. In co-operation with the Organization of Ibero-American States (OIS) and as a follow-up to the regional meeting of Deans of Faculties of Education which took place in Bogota, Colombia in 1986, the PICPEMCE Network collaborated in a Seminar-Workshop for the Deans of Schools of Education in Central America, held in San Jose, Costa Rica, between June 29 and July 1, 1987. The Workshop produced a follow-up plan to encourage innovations in the faculties of education in the preparation of educators in Central America.

3. Some of the co-ordinators of the PICPEMCE Network in countries in the region will be invited to the "Inter-regional Seminar on the Implications for the Preparation of Educators of the Introduction of New Contents in the Curriculum", which will take place in Brasilia, Brazil, between November 23-27, 1987. Participants from Unesco's five major operation areas (Africa, Asia, the Arab States, Europe, Latin America and the Caribbean) will put forward proposals on ways of including in the teachers' study plans new areas of study such as: adult education, environmental education, drug abuse, international understanding and nutrition.

4. As a way of following-up the activities of the "Practical Course for putting into operation a curriculum adapted to local needs", whose experimental stage was recently completed, an evaluation is being made by means of a cassette-discussion involving the 740 educators and technical staff from ten countries who participated in this course, and the following actions are planned: Analysis, review and publication of the course on a mass scale for use in the PICPEMCE Network.

Development of distance-learning units, using the same participative methodology as the distance-learning course, on the following subjects:

- International understanding
- Environmental education.
- Population studies.
- Nutrition
- Prevention of the use of drugs.
- Special education.

Publications

For the countries and the focal points of the PICPEMCE Network with projects in the area of bilingual and inter-cultural education, three recent publications are particularly relevant:

• Final Report of the Regional Workshop on the Elaboration of an Inter-Cultural Curriculum and the Preparation of Teaching Materials for teaching on and in the mother tongue". Buenos Aires, Argentina, October 13-17, 1986.

• Educación y pueblos indígenas en Centro América. Un Balance crítico.

• Educación en Poblaciones Indígenas, Políticas y Estrategias en América Latina.

In the sphere of early education, the following publications should be mentioned:

• Four booklets on community pre-school education. These are made up of a manual for parents, a basic document for the development of materials for an alternative strategy, a guide for the formulation of community projects, and a manual for training members of the community to work at pre-school centres. This is a reformulation of an original package of four booklets published a few years ago.

• Eduquemos con música. The publication includes 30 songs (with music) for children under seven years old, 10 folk dances and musical games, and methodological suggestions for the teacher.

Within the series "Instrumentos Prácticos" produced by the PICPEMCE Network, the following publications have recently been produced:

• Retazos. Made up of 12 cards with explanations and simple constructions which can be used by teachers at the pre-school level and in primary school. These support materials are made from waste materials which are cheap and easy to obtain.

We could also mention:

• An educational guide to the protection and management of natural resources. Contains six sections or units about items related to Environmental Education, which might be useful for those responsible for training programmes.

These publications can be obtained by writing to OREALC's documentation centre.

We should also mention some publications produced by members of the network:

• Professor Leigo No Meio Rural - Desafios do proceso de Formaçao". Published by the Joao Pinheira Institute for Human Resources (in Belo Horizonte, Brazil). Includes proposals for curriculae for training lay teachers in rural areas and the possibilities of developing such people.

• Teacher Training, Primary Education and a Proposal for Change. Regional Seminar, December 15-19, 1986, Montevideo, Uruguay. Analyzes projects formulated by regional directors for innovation and change. Published by the Montevideo Higher Institute of Teaching.

REGIONAL NETWORK FOR THE TRAINING OF PERSONNEL AND SPECIFIC GROUPS IN LITERACY AND ADULT EDUCATION PROGRAMMES -REDALF-

Sub-regional Workshop-Course on the Production of Reading Materials.

A subregional Workshop was held between August 17-27, 1987 in Caracas, Venezuela, within the framework of the horizontal co-operation activities in REDALF's plan of operations for 1987-88, on the "Production of Reading Materials for Adults in the literacy and post-literacy process". The national counterpart in organizing the workshop was the General Directorate of Adult Education of Venezuela; this agency presented Venezuela's experiences in this field. 8 Venezuelan technical staff from the General Directorate attended the workshop, as well as four technicians from Peru, Colombia, Ecuador and Bolivia. On the basis of the training methodology elaborated at the Caracas workshop, the national technical staff accepted responsibility for organizing national workshops in the following months in their respective countries, in which reading materials will be produced which will subsequently be used in national post-literacy programmes.

It is also intended to organize national workshops in Central America: Guatemala, Honduras, Panama and Nicaragua.

The technical guidance of the Caracas workshop was given by an international specialist, who will now co-ordinate and assit the national workshops in Latin America. A representative of OREALC also attended the workshop.

Study meetings

During the II REDALF Support Meeting, held from April 21-24 in Montevideo, Uruguay, among the various subjects discussed, ways were suggested for defining the central tasks for the next biennium.

Some of these proposals were translated into a decision to hold study meetings in countries in the region, as operational mechanisms for horizontal co-operation.

For this purpose, generous offers were made by three countries -Ecuador, Mexico and Nicaragua- to host these meetings.

The first will take place in August in Manavi and Guayas in Ecuador and will look at the subject of schools providing basic education. The second horizontal co-operation study meeting will be held in October in Nicaragua. The third will be held in Mexico and will examine in the field innovative programmes being carried out by the National Institute of Adult Education (INEA) in Mexico, specially those for literacy and basic education work with young people and women.

Forthcoming activities

Regional REDALF consultation Workshop on the formation, training and advanced training of teachers working in adult education centres

This consultation Workshop will be held in Montevideo, Uruguay from September 28 - October 2: it will be organized within the framework of REDALF and with the co-operation of the OIS and CREFAL. The national counterpart in organizing the Consultation Workshop will be the Uruguayan Ministry of Education and Culture. The central goal of the event will be to produce a model for a permanent system for the formation, training and advanced training of teachers in centres for basic education for adults. At the same time, a profile for a regional investigation into basic education for adults will be drawn up. Representatives from OREALC, OIS and CREFAL will participate, as well as specialists from Brazil, Colombia, Cuba, Chile, Mexico, Nicaragua, Uruguay and Venezuela.

Seminar Workshop on participative research

Between September 7 - 12 a regional Workshop will be held on Participative Research in Managua, Nicaragua: this event was

91

programmed in the 1987-88 Plan of Operations of the REDALF network.

The aim of the Workshop is to elaborate methodological instruments for participative research to be used in literacy and adult education programmes. For this purpose, the central ideas of participative research will be analyzed, together with the various stages and elements involved in the whole research process. The Workshop will also elaborate a working document which will act as a guide for groups and institutions in the region in designing participative research activities.

Approximately 20 technical specialists from Brazil, Colombia, Bolivia, Ecuador, Honduras, Mexico, Nicaragua, Panama, Peru, Uruguay and Venezuela will participate.

Regional Technical Seminar on the Formation of Parents as Educators of their Children

A Regional Technical Seminar will be held in Sao Luiz de Maranhao in Brazil from October 5-9, on the formation of parents as educators of their children. This event is being organized in the framework of REDALF and with the basic goal of formulating guidelines for Member States in the region on the organization of programmes which prepare parents to become involved in the work of educating their children. It is expected that 30 specialists will attend, 20 of them will be selected by the national counterpart in organizing the seminar -the EDUCAR Foundation, the main agency in charge of public adult education measures in Brazil. With respect to the other countries, representatives from Argentina, Colombia, Costa Rica, Chile, Ecuador, Nicaragua, Peru and Venezuela will participate.

REGIONAL NETWORK FOR TRAINING, INNOVATION AND RESEARCH IN THE FIELDS OF THE PLANNING AND ADMINISTRATION OF BASIC EDUCATION AND LITERACY PROGRAMMES -REPLAD-

I. FORMATION AND TRAINING PROJECTS IN PROGRESS.

Ecuador:

a) Distance-training of local educational administrators. This nation-wide plan, is part of a project which aims to train 13,000 administrators between 1987-1992. The target for the 1987-88 period is 500 participants from 20 provinces. The methodology is based on the use of the package of Multimedia Materials prepared by Unesco/ SECAB/SENA, with support from the Spanish Government. In the stage for the preparation of local co-ordinators and tutors, this project received collaboration from the Centre for Education Administrators (CAE) of the University of Concepcion (Chile) which sent one of its specialists to support theses activities. Responsibility for the administration of the programme was assigned to the National Directorate of Teacher Training and Perfection and Educational Research - DINACAPED- in the Ministry of Public Education.

b) Seminar-Workshop to prepare provincial co-ordinators and tutors responsible for implementing and supervising the Programme for Distance training for local level education Supervisors and Administrators (Ambato, April 20-25, 1987).

40 officials from the 20 provinces in the country participated, discussing the following subjects: interpretation and analysis of Sections 1 and 2 of the Manual of Procedures, testing of the provincial tutorials, familiarization with the package of materials, preparation of a timetable for the promotion, organization and evaluation of activities in the provinces; the contents of the package of instructions are appropriate and of good quality, and finally one timetable for activities for implementing the programme in the provinces was selected.

II. TEACHING MATERIALS

Manuals for the Programme for Training in Administration.

In the sphere of the actions of the REPLAD network, the Uruguayan Higher Institute of Teaching (IMS) has prepared a series of ten manuals to support activities being carried out in the field of training in administration. These use simple and direct language to look at three subjects: investigation, planning and organization. The last manual deals with final evaluations.

III. HORIZONTAL CO-OPERATION BETWEEN REPLAD'S MEMBER INSTITUTIONS.

a) Study trips

1. Visit of a specialist from the State University of Campinas -UNICAMP- (Brazil) to the Higher Institute of Teaching -IMS- (Uruguay) (December 6 - 16, 1986.

On the basis of the agreement for exchanges signed by the two institutions in the framework of REPLAD's activities Mr. Newton Antonio Paciulli Bryan of UNICAMP travelled to Montevideo (Uruguay) to collaborate in the review of the contents of the programmes for the following subjects: Information Systems, Introduction to Administration, Sociology of Education and Social Psychology. These are given as part of a course for Administrators of Education. The approach used was to invite teachers and students of those subjects to participate in a critical assessment of the approach to them adopted in UNICAMP, looking at classical theories (Taylor), theories of human relations (Mayo) the Z Theory and ideas contributed by the Japanese. A second subject was the measures taken by the training institutions in relation to their aim of transforming administration by making it more efficient and democratic. An analysis of the school-state-society relationship completed this cycle of studies.

Mr. Bryan's work was enhanced by his contacts with teachers from the IMS, the opportunity for him to familiarize himself with the activities of the REPLAD Network in Uruguay and his visits to education centres providing basic education.

2. Visit by a specialist from the Higher Institute of Teaching -IMS (Uruguay) to the Central American Institute for the Administration and Supervision of Education - ICASE - (Panama) (May 28-June 4, 1987).

Mrs. Susana Balay de Arostegui of the IMS travelled to Panama to familiarize herself with efforts being made in the field of preschool education. During her visit, Professor Balay went to ICASE's centres and met their leaders, learnt about the community work being carried out in the rural areas (Veraquas) and was explained how the Centres for Child and Family Guidance (COIF) and the Programme being offered by the Panamaniam Institute of Special Habilitation (IPHE) work, and visited the "Juan Demostenes Arosemena" teachers college. During the second week of her stay, professor Balay took a Seminar-Workshop on Introducing Mathematics in Preschool Education with teachers from various institutions which belong to MINEDUC and governmental, independent and private organizations; this workshop was evaluated as being of very good quality by the participants.

b) Horizontal co-operation of a technical nature.

Horizontal co-operation was seen not only in the study trips referred to above, but also in the measures of a technical nature taken to support specific projects programmed to be carried out in different countries in the region. Among these, the following should be mentioned:

1. Collaboration with the Ministries of Education of El Salvador, Costa Rica, Guatemala, Honduras, Nicaragua and Panama.

With a view to collaborating in drawing up the Projects for the distance-training of Administrators of Education at the local level which have been started this year in the Central America and Panama sub-region, the specialists -Mr. Arnobio Maya Betancourt and Mr. Juan Bosco Bernal- travelled to the area and contacted officials and technical staff from the Ministries of Education and REPLAD's member institutions. The first visits were made in 1986, between 16-22 November to

Costa Rica, and between November 26-December 3 to Panama. During 1987, the missions were made between February 15-21, in Guatemala; between February 2-28 in Nicaragua; between March 2-7 in El Salvador; and between March 9-14 in Honduras. As a result of these missions, six Projects for the Training of Education Planners, Administrators and Supervisors were created which are at the moment being developed in each of the countries participating in this area of activities. These missions were particularly successful in that they generated a methodology of work which enabled homogeneous projects to be designed while respecting the specific qualities and needs that characterize each country. The support given by REPLAD's member programmes in a number of countries to the efforts of Ministries of Education, introduced an integrative element which enriched the programmes by giving them a multi-participative inter-institutional dimension.

2. Plan for evaluating the measures for training Education Planners, Administrators and Supervisors at the local level in Central America and Panama. Costa Rica (May 3-16, 1987).

The specialist Mr. Carlos Velasco B. was commissioned to help in designing a way of evaluating the quality of the efforts being made by Central American nations and Panama to develop Projects for Training Education Planners, Administrators and Supervisors, and to introduce feed-back into these activities. The plan proposed, which is in the process of being analyzed, includes diagnostic evaluations of the process and the product, with a participative dimension which provides for field trips and the presentation of periodic reports to the countries which allow feed-back on these training activities. This work is independent of the internal evaluations which each of the Projects has designed to assess its own achievements. These results will be reported by the agencies participating in the meeting which will be held once the work in all the countries has been completed.

IV. NATIONAL NETWORKS FOR EXCHANGES AND CO-OPERATION IN THE PLANNING AND ADMINISTRATION OF EDUCATION

Argentine Network for Exchange and Co-operation RAIC/REPLAD

In July 1987 RAIC/REPLAD published an Information Bulletin, from which the following information has been taken:

a) Inter-provincial Workshop on Regionalizing Education:

In compliance with the proposals for action put forward in the RAIC/REPLAD workshop held in August 1986 in Buenos Aires, the CFI invited the provinces in the working group which had expressed interest in reciprocal co-operation measures in relation to the regionalization and compartmentalization of educational services, to attend a workshop-meeting with the following agenda:

Project for exchanges and co-operation between provinces with programmes for the regionalization and compartmentalization of education.

Tentative programme for the first Meeting (December 10-12, 1986).

For discussion by the participants:

- The promotion of exchanges and horizontal co-operation between provinces engaged in processes of regionalization and compartmentalization.

- The establishment of an area for reciprocal training for staff responsible for technical guidance.

- The elaboration and drawing up of proposals for alternative methods of dealing with the situations and problems inherent in processes of regionalization and decentralization of educational services that the authorities come up against.

The government of the province of San Luis accepted the proposal that this event should be held in its territory. On the date mentioned, representatives of Entre Rios, Jujuy, La Pampa, Misiones, Neuquen and San Juan, along with the Directorate of Educational Planning and Action, the Provincial Council for Education and the Commission on Regionalization of the

Sub-Secretariat of Education in this province, the National University of San Luis and the CFI, met at the Potrero de los Funes.

Proceedings of the Meeting

Theoretical framework

The regionalization of education is a strategy for managing this sector so as to achieve objectives which would enable the Argentine Education System to provide a service capable of:

- eradicating illiteracy, marginality and dropping out;

- contributing to the integral development which communities require according to their own needs and possibilities, and prioritizing the communities which have traditionally been worst-off;

- optimizing the use of the communities' own resources to improve the quality of teaching and learning processes.

The following is an extract from the speech made by the Director of Educational Planning of the Sub-Secretariat of Education and Culture of the host province:

"... the important thing in this process is that the community should live, feel and recognize that participation in social processes and every day life is a human need.

A process of regionalization which proposes a form of education that responds to the needs of the community should not be considered as a just another educational strategy, but should rather be seen as essentially a measure that is based on principles and hypothese which allows us to explore new educational and cultural strategies for transforming reality.

The human need to participate in decisions which affect one's everyday life, or to be the agent of one's own destiny implies recognizig the value of the culture of the group to which one belongs and makes it possible to improve one's quality of life, since this process of participation develops the ability to analyze day-today events, and to create and recreate new ways of living and social organization.

We have committed ourselves to get the most out of all the educational resources available in each community by developing a network of integrated actions, ranging from the strictly formal-school to experiences of non-formal education, so as to make the members of the community thoughtful beings who are conscious of their own education.

The challenge today is to organize an educationally less-formal system, a decentralized educational system, open schools which are integrated into a broader structure, the community, which must take responsibility for making education more dynamic and working with its own resources-members or the community and non traditional areas for educational activity which will depend on each community's own culture.

This integrated, united community is one of the most cherished goals of the regionalization of Education, because it implies the harmonization between the needs of some and the abilities of others, emphasizing the values of the people themseves and the concrete, flesh and blood man or women, who do not and cannot live in a world of ideas, but in some part of this real world; the concern is for these people's qualities, their sky, wind, songs, customs, the place where they were born, where they have loved and suffered, where they have woven their dreams and destinies together with those of other men and women who share this history and who make up the community. Ultimately, there is no authentic education if does not reflect its surroundings". (Maria del Carmen Ch. de Santagata - Opening Speech at the San Luis Meeting, December, 10, 1986).

Overview of the situation

The Meeting started with work in groups to define guidelines for evaluating the present situation and around which to organize the presentation made by each of the provinces participating in the Meeting.

After the groups reviewed their work all together, the following scheme was agreed for the overview of the situation:

- Background. Arguments, concepts and changes from 1983 to the present date;

- Agency/agencies responsible;

- Levels and/or range the organizational design;

95

- Planned stages of implementation;

- Legal aspects;

- Methodologies for evaluations;

- Obstacles:
  administrative
  educational
  social

Each participant presented an overview of the situation in his/her administrative area, and these served as the basis for a second round of contributions to explain the main problems facing the implementation of reforms in education within the context of regionalization.

Problems and alternatives

Once an idea has been gained of the varying characteristics of development in relation to descentralization and the political and educational action of the regional administrations attending the meeting, and these had been grouped around the axes of actual and potencial problems, the Meeting began to look for alternative solutions.

There was general agreement to the proposal first to discuss, and subsequently to adopt a methodology along the lines of "brainstorming" which, interspersed with short periods of collective discussion, resulted in the elaboration of a chart identifying philosophical and political problems, problems related to participation, human resources, organizational and administrative structure, legal provisions, evaluation and infrastructure and for each of these problems, alternative solutions were proposed.

As a final recommendation, the participants in the Meeting agreed by consensus:

- to publicize a document to the Federal Council for Education and Culture, to get this included as a recommendation;

- to interest national, provincial and municipal governments, the Federal Investment Council, the Assembly of the Federal Investment Council and international agencies to use their technical and financial resources to further this group of proposals;

- to encourage the organization of another meeting to evaluate, extend and deepen the objectives of this workshop.

b. New members of RAIC/REPLAD

In the period from January to June 1987, the following institutions have joined the Argentine Network for Exchange and Co-operation/REPLAD.

- General Council for Education of the Province of Entre Rios.

- Sub-Secretariat of Education of the Province of Formosa.

- Sub-Secretariat of Education and Culture of the Province of Misiones.

- Secretariat for Academic Affairs of the Faculty of Philosophy and Letters of the National University of Tucuman.

- Institute of Education Sciences of the University of Buenos Aires.

- Faculty of Humanities of the National University of Catamarca.

- Academic Secretariat of the Faculty of Humanities of the Universidad del Centro of the Province of Buenos Aires.

- Faculty of Humanities and Education Sciences of the University of La Plata.

- National University of Entre Rios.

- Centre for Research and Educational and Social Promotion.

- Latin American Faculty of Social Sciences - FLACSO-.

V. ESTABLISHMENT OF NEW NATIONAL NETWORKS

In response to the recommendations made at various REPLAD meetings and at the II Meeting of the Committee of the Major Project, two more countries - Colombia and Costa Rica- have programmed actions to establish their own National Networks for Exchange and Co-operation in the fields of educational planning and administration.

a) Colombia

The Universidad del Valle (Cali) organized a National Workshop in which the scope of the network's

96

actions, its member organizations and bodies, and the initial programme of activities to be carried out in the framework of the National Network, were discussed.

b) Costa Rica

The Division of Planning and Educational Development of the Ministry of Public Education has organized a Seminar-Workshop in San Jose, which is being held from June 6-8 this year, to set up the Costa Rican Network for Exchange and Co-operation in the fields of the planning and administration of basic education and literacy, emphasizing - initially -training and advanced training.

This Seminar-workshop will be attended by people from different agencies in the Ministry of Public Education, the State Distance -Learning University, the National System of Radio and Television - SINART - the National University - UNA - and the University of Costa Rica - UCR.

At the same time, a document which contains the foundations for the National Programme for In-service Training and Advanced Training of Staff (PRONACAP), a new inter-institutional education agency which will formally start to function in March 1988, is being analyzed.

OTHER OREALC ACTIVITIES

Regional Technical Seminar on Education for Indigenous Women.
Antigua Guatemala, June 15-19, 1987.

OREALC organized this important meeting in conjunction with the Inter-American Indigenist Institute and the Guatemalan Ministry of Education.

Indigenous women were the subject of the debate, since many of the people participating in the event were from indo-american cultures.

The meeting was attended by professionals, indigenous people and non-indigenous people from different countries: Bolivia, Brazil, Colombia, Chile, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru and Venezuela. The Vice-Minister of Education of Guatemala witnessed the work being carried out. During the five days of the event, the presentation of papers on the educational reality of girls from the indigenous populations was combined with panels on which those directly concerned could refer to their personal experience in terms of the type of education they had been given.

Four working commissions were formed to look at the following aspects:

- Educational condition of indigenous women in processes of change and situation analyses;
- Literacy of indigenous women;
- The education of indigenous women about their basic needs;
- Educational conditions of Mayan women.

The latter commission was formed by a large group of Mayan women who attended the meeting in the role of observers.

The Final Report of the Seminar, which will also reproduce the conclusions and recommendations drawn up by these groups is in the process of being published and will be distributed shortly to the countries.

97

OREALC PUBLICATIONS

- Bulletin. Major Project in the Field of Education for Latin America and the Caribbean. Nº 10-11, December 1986.

- Boletín. Proyecto Principal de Educación en América Latina y el Caribe. Nº 10-11, diciembre 1986.

- Educación en poblaciones indígenas. Políticas y estrategias en América Latina. Madeleine Zuñiga, Juan Ansion and Luis Cuevas, eds.

- Educación y pueblos indígenas en Centro América. Un Balance crítico. Massimo Amadio, Stefano Varese, Cesar Picon, comps.

- La educación en nutrición en el decenio de 1980. Unesco/Programa de Educación en Nutrición y Salud. (Scientific and technological education).

- Sub-regional Seminar workshop on biology teaching using low-cost equipment. Final Report (Spanish).

- Retazos. Instrumentos prácticos Nº 5. Tito Benavides Zamora, José Aravena Barrios.

- Regional technical Seminar on education for indigenous women. Antigua, Guatemala, June 15-19, 1987. "En busca de una nueva educación para las mujeres indígenas en el Perú". Madeleine Zúñiga.

- Regional technical Seminar on education for indigenous women. Antigua, Guatemala, June 15-19, 1987. "La mujer indígena y su educación". Ana Lucía D'Emilio.

- Examination of the issue of education and proposals for strategies for educational planning and physical infrastructure in Costa Rica. (San Jose, October 1986). Rodolfo Almeida and Jesus M. Gurriaran.

- Bulletin. Major Project in the field of Education in Latin America and the Caribbean. Nº 12, April 1987.

- Literacy and post-literacy in Latin America (project profiles and existing programmes). Carlos Eugenio Beca. REDALF.

- Suggestions for the preparation of innovative and low-cost materials for technical and professional education. Luis Edo. González and Abraham Magendzo.

- Eduquemos con música. Raquel Ojeda L., Consultant.

- Educational unit on the conservation and management of natural resources. Unesco-UNEP, International Programme for Environmental Education (Environmental Education Series Nº 3).

- Training of trainers. Institutional experiences of the planning and administration of education, Silvia N. de Senén González (REPLAD).

- Use of information systems in teaching science. Subregional Seminar-workshop. Montevideo, Uruguay, November 14-19, 1986. Final Report.

OREALC PUBLICATIONS

ESTHER DE CAVAL
APORTES PARA UNA PEDAGOGIA DE LA PAZ
EDUCACION EN POBLACIONES INDIGENAS
USO DE LA INFORMATICA EN LA ENSEÑANZA DE LAS CIENCIAS
Montevideo, Uruguay
14-19 Noviembre 1988
EDUCACION Y PUEBLOS INDIGENAS EN CENTRO AMERICA
Un balance crítico

Publications may be asked to the Unesco Regional Office for Education in Latin America and the Caribbean:
Enrique Delpiano 2058 (Plaza P. de Valdivia)
Casilla 3187 - Santiago de Chile
Telex: 340258 Unesco CK - Phone: 2235582